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ABSTRACT

A study examined a program for improving attitudes toward reading. Subjects were 19 kindergarten, 39 first-grade, 17 second-grade, and 29 sixth-grade students in a middle class southwestern suburb of Chicago, Illinois. Reading attitude problems were documented through parent/student surveys and observations. Students' reading was prioritized in their daily lives--students considered reading a low priority that was time consuming and related only to school work. Students lacked effective reading models at home and in the classroom and exhibited a poor awareness to the wide range of literacy materials available to them. Surveys revealed that reading is low on students' priority lists due to competition from other activities such as watching television and playing video games. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting resulted in the selection of three major categories of intervention: (1) institution of a read-aloud program at school and home; (2) implementation of a literacy awareness program; and (3) increase of free reading time in the classroom. Results indicated from student surveys showed improvement in a positive attitude toward reading. Findings revealed that children actively chose to read when given free choice time in class and, according to students' home reading logs, they actively engaged in reading or reading related activities at least 4-5 times per week, with sixth-graders showing a 27% increase in reading minutes, the highest gain among participants. (Contains 4 tables of data, 23 figures, and 31 references; various forms, labelled A through V, are appended.) (CR)

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Improving Elementary School Students' Attitudes Toward Voluntary Reading

by

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Submitted in partial fulfillment of the requirements for the degree of Master's of Arts in Teaching and Leadership

Saint Xavier University & IRI/Skylight

Field-Based Master's Program

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CS012562

Action Research Project
Site: Tinley Park, Illinois
Submitted: April 1996

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Dedication

We dedicate this paper to our families who have shared their time and their support.

A special thanks to the most patient man in the world, our typist Dan.

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Abstract

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Site: Tinley Park 1

Date: May, 1996

Title: Improving Elementary School Students' Attitudes Toward Voluntary Reading

This report describes a program for improving attitudes toward reading. The targeted population consists of elementary school students in a growing, middle class community located in the southwest suburbs of Chicago, Illinois. Reading attitude problems were documented through parent/student surveys and observations. Students reading was prioritized in their daily lives.

Analysis of probable cause data revealed that students consider reading a low priority that is time consuming and relates only to school work. Students lack effective reading models at home and in the classroom and exhibit a poor awareness to the wide range of literacy materials available to them. Surveys revealed that reading is low on students' priority lists due to competition from other activities such as watching television and playing video games.

A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting resulted in the selection of three major categories of intervention: institution of a read-aloud program at school and home; implementation of a literacy awareness program; and increase of free reading time in the classroom.

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Chapter 1

PROBLEM STATEMENT AND CONTEXT

General Statement of Problem

Students of the targeted elementary classes exhibit a poor attitude towards reading. Evidence for the existence of the attitudinal problem includes teacher observation, surveys, and interviews.

Immediate Problem Context A

The targeted school, one of five elementary schools middle school in the school district, houses 410 students in grades kindergarten through six. Based on the 1993-1994 school year figures, the average class size for each grade level is as follows: kindergarten - 18.3; first grade - 21.0; second grade - 21.5; third grade - 23.0; fourth grade - 25.0; fifth grade - 24.5; sixth grade - 29.0. There are three kindergarten classes, three classes each of first, second and third grades and two classes each of fourth, fifth, and sixth. The building is air conditioned with an open class structure consisting of three general areas and a media center. Area One houses kindergarten, first and second grades; Area Two houses third and fourth grades, while the third area houses fifth and sixth grades. The school is a fully included setting with no special education classes in the building.

As of September 30, 1993, the racial-ethnic make up reported of the student body was 93.1 percent White, 0.5 percent Black, 1.0 percent Hispanic, and 5.4 percent Asian

Pacific Islander. The percentage of students eligible for bilingual education is 5.7 percent, much higher than the district average of 2.2 percent; attendance rate is 96.4 percent compared to 95.9 percent district wide. Student mobility rate, based on the number of times students enroll or leave a school during the course of the school year, is 7.4 percent. This is lower than the district rate of 8.1 percent. No students were absent from school without a valid cause for ten percent or more of the last 180 school days at the school or at the district level (Community Consolidated School District 146, 1994).

The staff of the school is comprised of 27 teachers, 26 female, and one male. Twelve teachers have their master's degrees. The average number of years experience is 14.7.

Students are heterogeneously assigned to a classroom with core subject areas and time per day devoted to them being: mathematics - 60 minutes; science - 30 minutes; language arts - 160 minutes; and social studies - 30 minutes. In addition to core subjects, students in grades one through six receive five 35 minute periods of combined music and physical education each week. Kindergarten students receive three 20 minute periods of combined music and physical education.

Students in third grade and sixth grade are assessed by the State in reading, math, and writing. Fourth grade is state-assessed in science and social studies. In addition, students in grades three through six are given the Iowa Test of Basic Skills. All students are assessed quarterly on a district-wide progress report. In grades three through six,

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students receive letter grades consisting of A (90-100), B (80-89), C (70-79), D (60-69), and F(0-59). Students in grades kindergarten through two receive + (satisfactory) and - (needs improvement).

In grades three through six, students use the Holt, Rinehart, Winston *Reading Series*. Novels are also used to teach strategies and skills and the *Daily Oral Language* approach is used each week. Teachers are trained in writing skills, and some use *Writing Workshops*. Primary grades (kindergarten through second) study a whole language approach to reading and writing using a variety of sources for background material. *The Accelerated Reader*, a computer reading program, is available to all students of second through sixth grades as a supplemental reading program.

In math, students are taught by their regular teachers and are not grouped by ability. Support is available for all students from special teachers throughout the building. Students in grades four through six use *Exploring Mathematics* by Scott Foresman & Co.. In kindergarten through three, the *Mimosa Math* series is used.

The World and It's People by The Silver Burdette & Co., is the social studies series for grades three through six. *Accent on Science* by Charles E. Merrill Publishing Co. is the science series. Social Studies and science are incorporated into the whole language program in the primary grades (kindergarten through two).

Computer education consists of a curriculum devised by district teachers with classroom teachers being responsible for computer activities and each classromm is assigned at least one time slot per week for the use of the computer lab. Various programs provide opportunities for students. A Learning Disabilities Program

is offered to children so identified. English as a Second Language Program is available for any student who qualifies. The Gifted Program, Opportunities for Resource and Enrichment, provides opportunities for students with specific aptitudes in fundamental areas of learning. Regular education students can also participate in these activities. The Media Center teachers provide a program for all students of library skills and basic training in research skills on a weekly basis.

An extensive volunteer program is headed by the PTA . Volunteers are important to the overall school program and directed by the principal; parents and senior volunteers from the community receive training before entering the classroom. The Art Awareness Program was one of the projects of this volunteer program.

Immediate Problem Context B

The targeted school, one of two junior high schools and five elementary schools in the school district, houses 716 students in grades six through eight. The average class size based on the 1993-1994 school year figures are: sixth grade - 28.6, seventh grade - 27.7, and eight grade - 26.3. There are eight sixth grade classes, eight seventh grade classes, and nine eighth grade classes. The building is two years old, triangular in shape, and air conditioned with each wing housing a separate grade level.

As of September 30, 1993, the racial-ethnic make up reported for the student body was 96.2 percent White, 0.0 percent Black, 1.7 percent Hispanic, 2.1 percent Asian Pacific Islander, and 0.0 percent Native American. The percent of students eligible for bilingual education is 0.7 percent, slightly lower than the district average of 1.4 percent. The attendance rate at the school is 96.3 percent compared to 96.0 percent district- wide with

a student mobility rate is 10.4 percent. Students who were absent from school without a valid cause for 10.0 percent or more of the last 180 school days comprises 0.0 percent and 0.2 percent for the district (Kirby School District 140, 1994).

The staff at the targeted school is comprised of 46 teachers, 34 of whom are female and 12 of whom are males. Master's degrees have been earned by 47 percent of the teachers. The average years experience is 12; All faculty are White.

The students are heterogenously assigned to a homeroom. The core subject areas and time devoted to them are: mathematics - 42 minutes; science - 42 minutes; English - 84 minutes; and social science - 42 minutes. The school uses a team-teaching approach and operates under a middle school philosophy. There are five educational teams for teaching the core curriculum. The enrichment staff of five teachers provide education in the enrichment areas of computers, art, foreign language, music, and applied technology. The physical education staff is made up of five teachers instructing in the areas of physical education, health, and modern life skills. The special resource classes are both self-contained and mainstreamed into the classroom. Clusters of gifted students are scheduled into most of the regular education classrooms as well as meet and work once a week with a gifted coordinator. The media center is available to students and staff members at all times.

Students are assessed by the Illinois Goal Assessment Program in grades six, seven, and eight. The sixth grade students are assessed in reading, mathematics, and writing; seventh grade students are assessed in science and social science; eighth grade students are assessed in reading, mathematics, and writing.

The California Test of Basic Skills is another instrument used in the assessment of the students in grade seven. The students at the targeted school are also evaluated by district-made local assessment tests in grades six, seven, and eight and are graded and reported in each subject quarterly on district report cards. Letter grades are given as follows: A+ (99-100), A (94-98), A- (92-93), B+ (90-91), B (87-89), B- (85-86), C+ (81-84), C (76-80), C- (72-75), D+ (70-71), D (67-69), D- (65-66), and F (0-64).

Teachers use a whole-language literature-based approach to reading, with the base series, Houghton Mifflin, as a reference for skills, vocabulary, and comprehension. The connection of reading and writing across the curriculum is accomplished through the use of Lee Pensinger's *Power Writing* along with *Daily Oral Language*, and the series Harcourt, Brace & Jovanovich. The mathematics series used are as follows: Macmillan, McGraw-Hill, grade six; University of Chicago, *Transition and Algebra*, grades seven and eight; University of Chicago, *Geometry*, grade eight. Science curriculum for grades six and seven is F.A.S.T.. Silver-Burdett Biology is used in grade eight. Social science curriculum for grade six utilizes Macmillan, McGraw-Hill Social Studies and *Daily Oral Geography*. Grades seven and eight use Scott Foresman in conjunction with *Geography Building Skill* by Glencoe, McGraw-Hill.

The school has an active PTO with parent volunteers helping at fund raisers, hot lunch programs, and other school activities. Volunteers are important to the overall program.

Description of Surrounding Community A

Community Consolidated School District 146 is located in the villages of Orland Park, Tinley Park, and Oak Forest, Illinois. In this district 95.2 percent of the population is

White, 0.8 percent is Black, 1.8 percent is Hispanic, and 2.2 percent is Asian Pacific Islander. Of the 2,463 students enrolled, 5.0 percent are from low-income families and 2.2 percent are limited English proficient. One hundred percent of the teachers are White. Male teachers comprise 12.5 percent and females account for 87.5 percent of the teaching staff. The average years of service in the district is 14.7, with an average salary of $37,484. The pupil-teacher ratio is 19.0:1. Teachers with master's degrees and beyond comprise 37.5 percent of the total of 152 teachers. The administrators have an average salary of $69,728, and the pupil-administrator ration is 223.9:1 (Community Consolidated School District 146, 1994).

Kruse Education Center is located in the community of Orland Park, incorporated as a village in 1892. Orland Park is a southwestern suburb of Chicago, Illinois and consists of 17 square miles with a population of 40,356.

As of 1992 the median home value in Orland Park was $152,000. The median family income was $54,203. More than 95 percent of the population of Orland Park was White with the median age being 36.4.

Of the population of Orland Park, 30.0 percent are high school graduates, 25.1 percent have some college credit, 7.1 percent have an associate degree, and 18.0 percent have graduate degrees. Part of the labor force consists of 8.1 percent having some high school credit and 2.0 percent have only elementary school experience (Orland Park Census, 1993).

Description of Surrounding Community B

Prairie View Junior High, located in the village of Tinley Park, Illinois, is populated by

95.4 percent White; 0.4 percent Black; 2.1 percent Hispanic; and 2.1 percent Asian Pacific Islander. Of the 4,484 students enrolled, 1.7 percent are from lower income families and 1.4 percent are limited English proficient. One hundred percent of the teachers are White with male teachers comprising 12.2 percent and females account for 87.8 percent of the teaching staff. The average years of teaching experience in the district is 12.2 with an average salary of $33,588. The pupil-teacher ratio is 22.2:1. Teachers with a master's degree and beyond comprise 47.9 percent of the total of 221 teachers. The administrators have an average salary of $65,994 and the pupil-administrator ratio is 298.1:1 (Kirby School District 140, 1994).

Prairie View Junior High School is located in the community of Tinley Park, incorporated as a village in 1892 and considered a southwestern suburb of Chicago, Illinois (adjacent to Orland Park). Tinley Park consists of 13.8 square miles with a population of 40,000. As of 1992, the average home value in Tinley Park was $139,611 with an average household income of $56,719. More than 95 percent of the population was White; median age being 33.

Of the population of Tinley Park, 32.7 percent are high school graduates, 24.6 percent have some college credit, 7.1 percent have an associate degree, 14.5 percent have a bachelor degree, and 6.4 percent have graduate degrees. Part of the labor force consists of 9.9 percent having some high school credit and 4.8 percent having only elementary school experience (Tinley Park Census, 1993).

Regional and National Context of Problem

Motivation and a positive attitude are high priorities for success in education, thus the

need for improvement in these two areas has generated concern at both the state and national levels. The National Reading Research Center found four significant motivational factors that have emerged in literacy. They include prior experiences with books, social interactions about books, book access, and book choice. Researchers believe that although all children cannot score above average on normative tests of reading, all children can be encouraged to read more frequently, to enjoy what they read, to share what they read, and to develop positive attitudes about themselves as readers (Winograd & Paris, 1989).

At the state level, new reading tests under development in Michigan and Illinois include assessment of student's metacognition, cognitive strategies, background knowledge, and motivation. These programs suggest that states are now concerned with students' motivation and attitude toward reading (White, 1989). The state of California has also developed a program called the California Reading Initiative, which was formed to promote reading and reduce illiteracy.

Nationally, teachers reported that they were most interested in finding out how to more effectively motivate students to engage in reading (Koskinen, 1994). According to Winograd & Paris (1989), a number of theories emphasize the importance of personal feelings of competence in motivation towards reading. Students will attain goals that they value and believe they can achieve. Researchers are interested in understanding how children can become motivated to develop into engaged lifelong readers (Koskinen, 1994).

The National Reading Initiative, an outgrowth of the California program, is a

coordinating network operating at the national level to motivate students and change their attitudes toward reading. According to Rasinski (1989), when given a choice, an able reader will choose not to read when other options are available. Again, these findings continue to support a national and regional concern that students exhibit poor attitudes and motivation toward reading.

Chapter 2

PROBLEM EVIDENCE AND PROBABLE CAUSE

Problem Evidence

Information to support probable cause data was gathered from four targeted settings: nineteen kindergarten students, thirty-nine first grade students, seventeen second grade students, and twenty-nine sixth grade students completed a reading attitude survey which is shown in Tables 1 and 2.

The targeted kindergarten, first, and second grade students were asked to complete the questions in Table 1, using facial expressions to match the following responses: I like it, It's OK, I don't like it. All surveys were individually administered by a teacher or teacher assistant. An "X" was placed over the appropriate response by the student. In some cases, especially kindergarten, the assistant marked the "X" on the paper.

The targeted sixth grade students were asked to complete the survey in Table 2, by marking the appropriate box under the responses: always, sometimes, rarely, never. All surveys were administered and collected by the teacher.

Table 1

Reading Attitude Survey

Kindergarten - First Grade - Second Grade

N=75

1. I enjoy reading at home.
2. I enjoy reading over summer vacation.
3. I enjoy receiving a book as a gift.
4. I enjoy treading books more than watching TV.
5. I enjoy reading more than playing games.
6. I enjoy choosing books at a library.
7. I enjoy sharing and reading books with others.
8. I enjoy having my teacher or my parents read aloud to me.

These are the facial expressions used after each statement.

Table 2

Reading Attitude Survey

Sixth Grade

N=29

1. I enjoy reading at home.
2. I enjoy reading over summer vacation.
3. I enjoy receiving a book as a gift.
4. I enjoy treading books more than watching TV.
5. I enjoy reading more than playing games.
6. I enjoy choosing books at a library.
7. I enjoy sharing and reading books with others.
8. I enjoy having my teacher or my parents read aloud to me.

Parents of the 75 kindergarten, first, and second grade students involved in the research were also surveyed on these questions which are found in Table 3.

Table 3

Parent Survey

N=75

1. My child enjoys reading at home
2. My child reads over summer vacation.
3. My child enjoys receiving a book as a gift.
4. My child enjoys reading more than watching T.V.
5. My child enjoys reading more than playing games.
6. My child enjoys choosing books at the library.
7. My child enjoys sharing and reading books with others.
8. I read to my child before bedtime.

Parents of the twenty-nine sixth grade students involved in the research were also surveyed. These questions are found in Table 4.

Table 4

Parent Survey

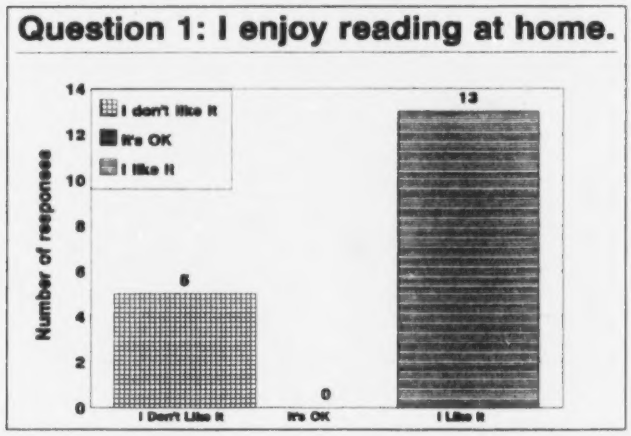
N=29

1. My child enjoys reading at home
2. My child reads over summer vacation.
3. My child enjoys receiving a book as a gift.
4. My child enjoys reading more than watching T.V.
5. My child enjoys reading more than playing games.
6. My child enjoys choosing books at the library.
7. My child enjoys sharing and reading books with others.
8. I read to or with my child at bedtime.

The results of the initial survey questions done in September of 1995 appear in the following graphs. (Figure 1, Figure 2, Figure 3, Figure 4)

Kindergarten Graphs and Questions (Figure 1)

N=18



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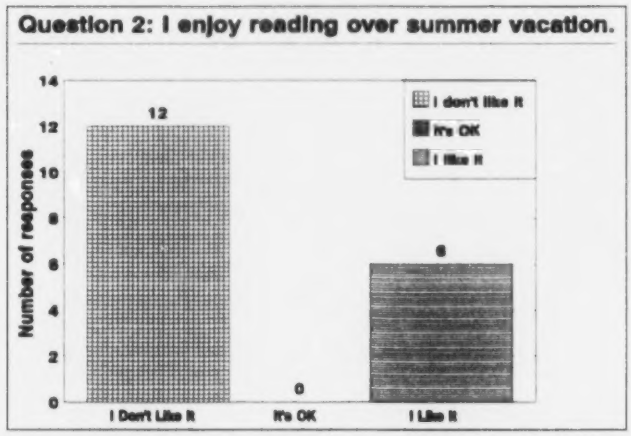

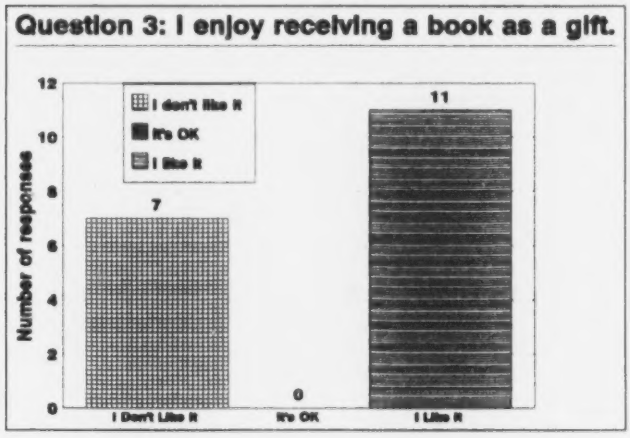

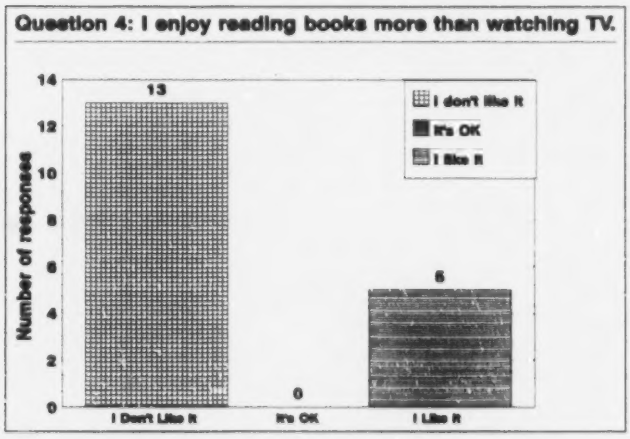

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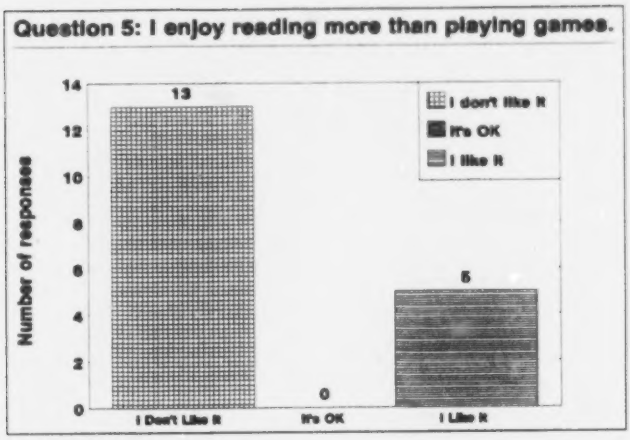

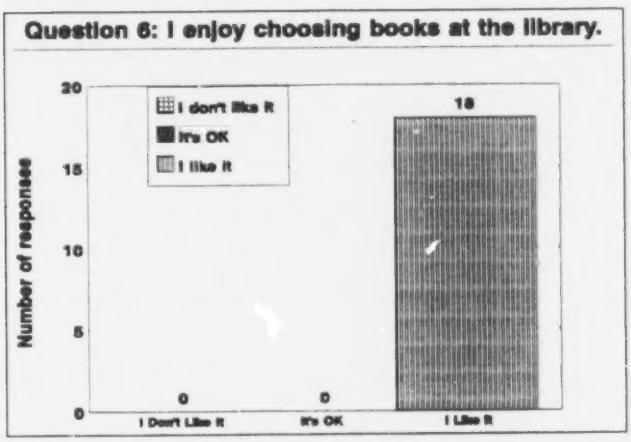

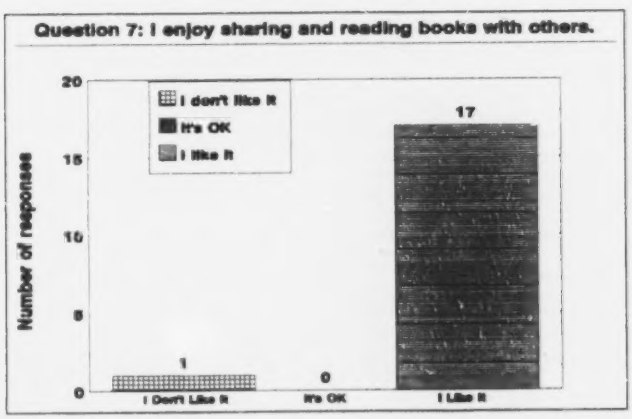

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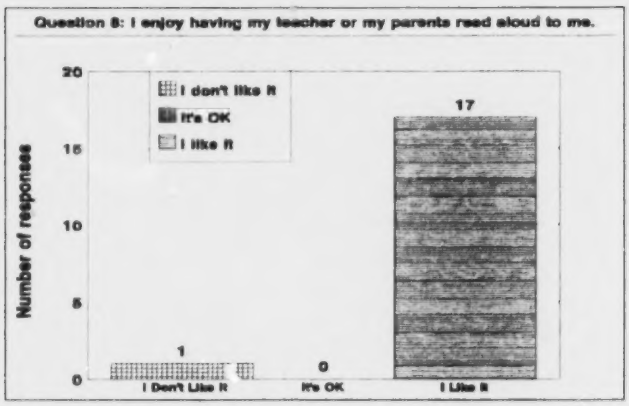
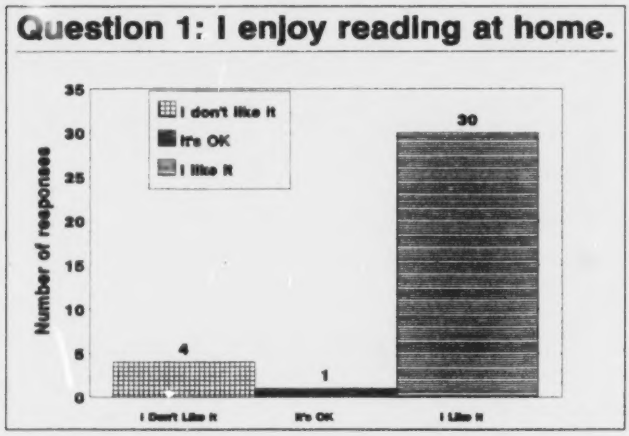
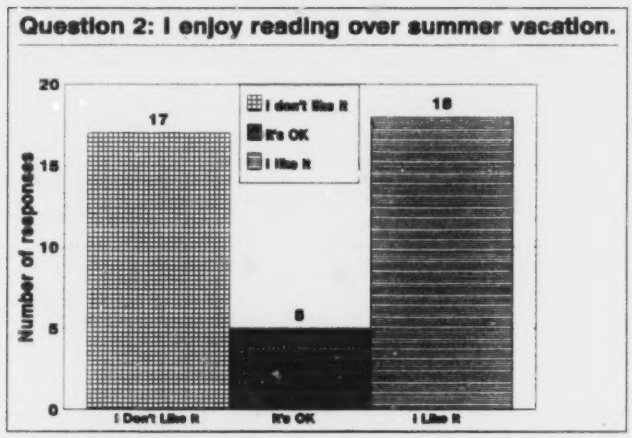


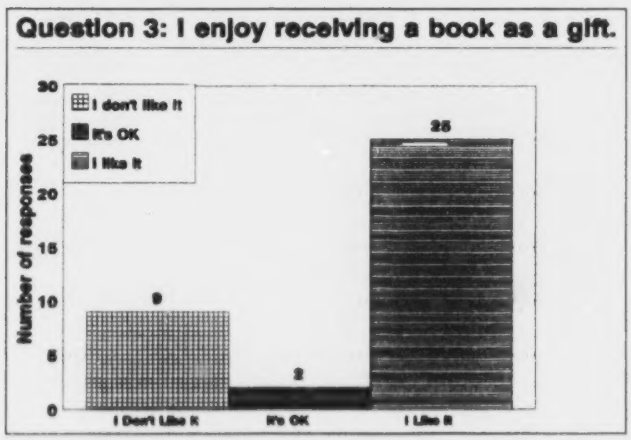
The results of the kindergarten reading attitude survey showed children perceive themselves as having a positive attitude toward reading. They enjoy receiving books as gifts, going to the library and sharing and reading books with others. However, the children would watch TV and play games rather than read.

First Grade Graphs and Questions (Figure 2)

N=39







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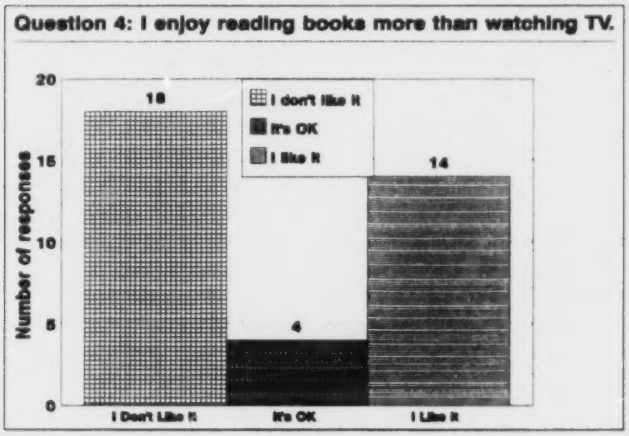

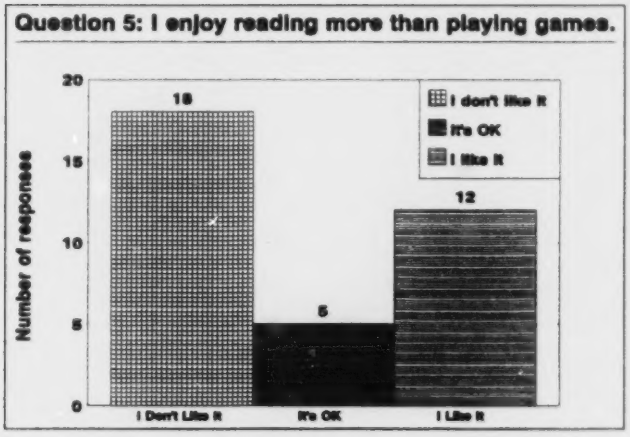

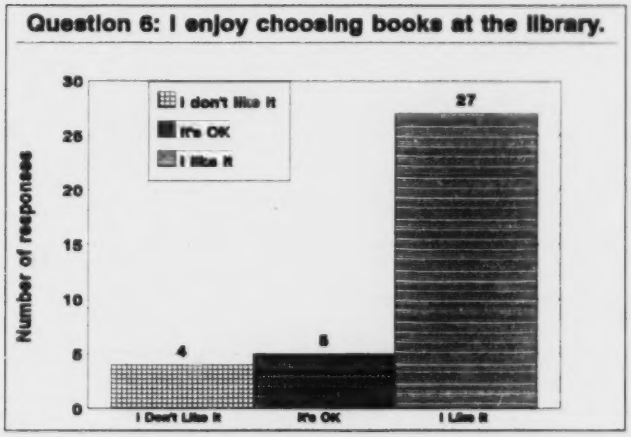

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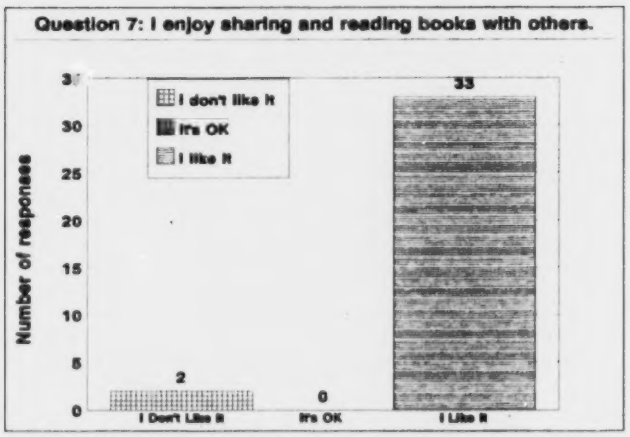
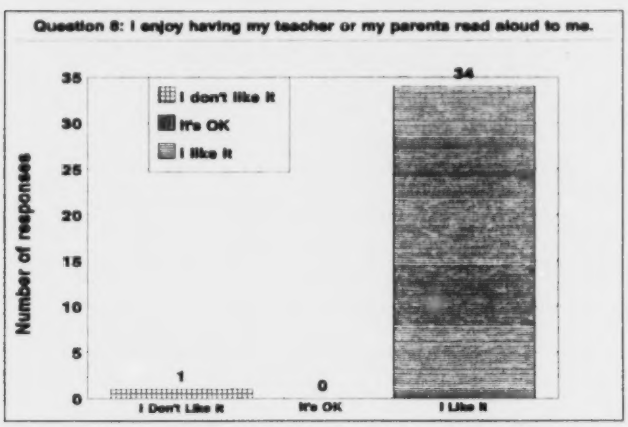
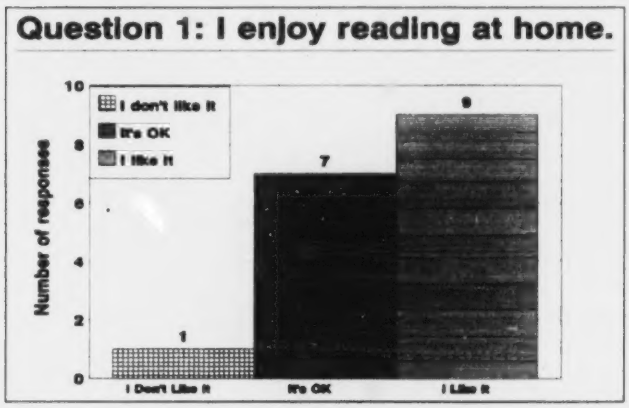


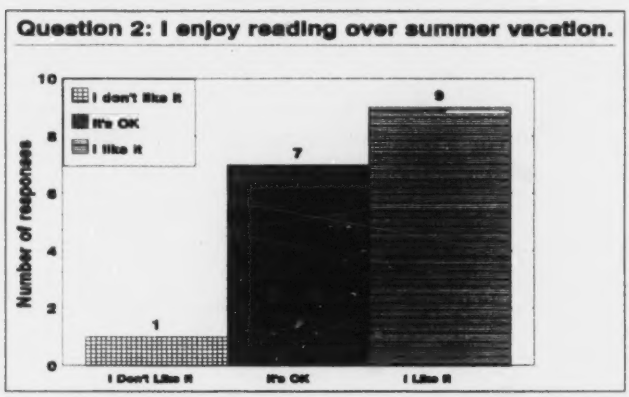


The results of first grade reading attitude survey showed the children perceived themselves as having a positive attitude toward reading. They enjoy receiving books as gifts, going to the library and sharing and reading books with others. However, the children would rather watch TV, play games and not read in the summer.

Second Grade Graphs and Questions (Figure 3)

N=17





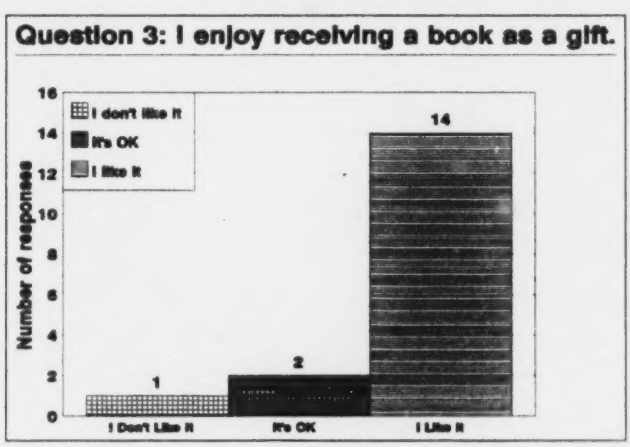
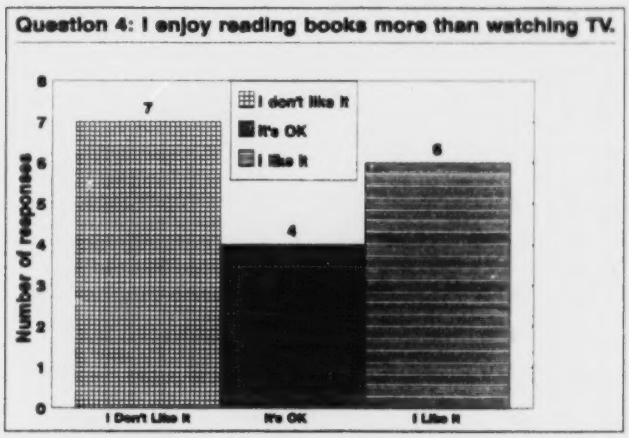
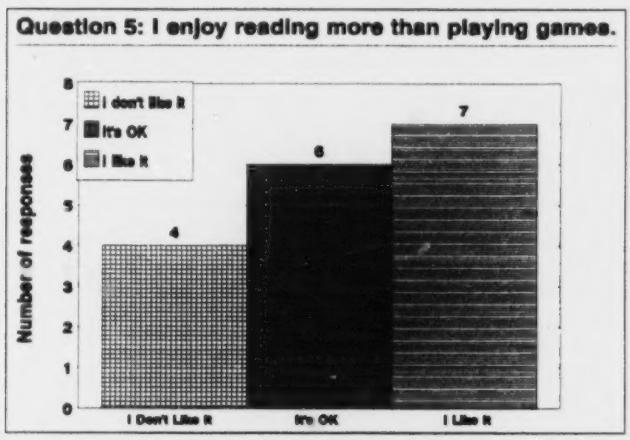


Figure 3 Continued





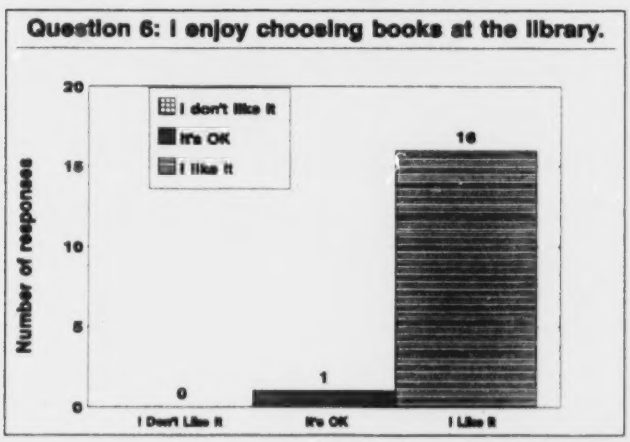
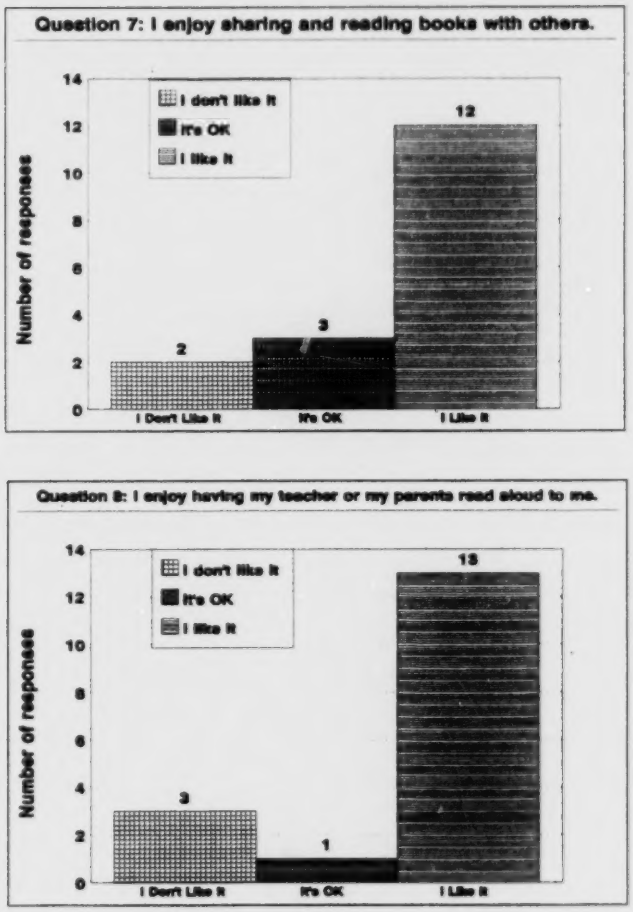


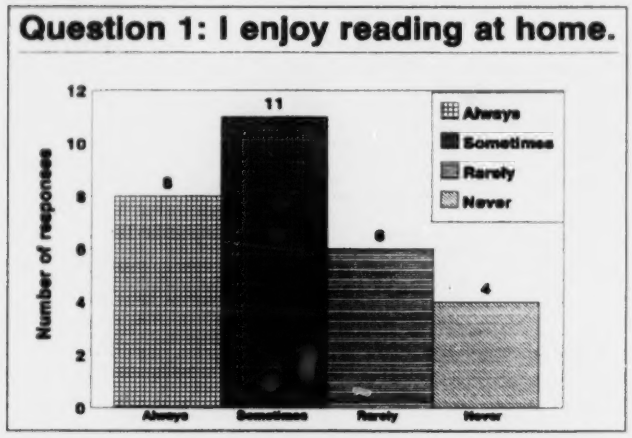
Figure 3 Continued

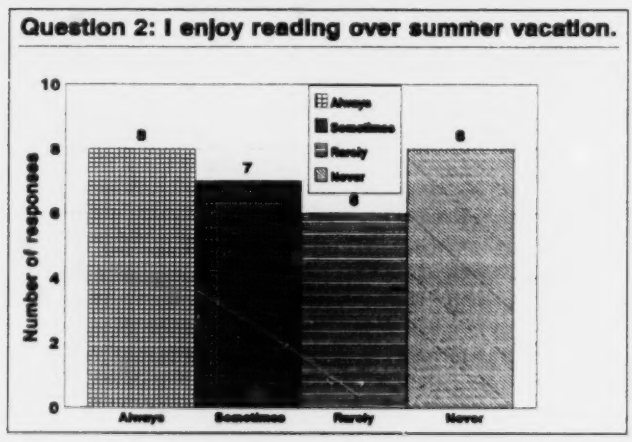


The results of the second grade reading attitude survey showed the children perceived themselves as having a positive attitude towards reading. They enjoy receiving books as gifts, going to the library and sharing and reading books with others and reading more than watching TV. However the children would rather play games than read.

Sixth Grade Graphs and Questions (Figure 4)

N=29





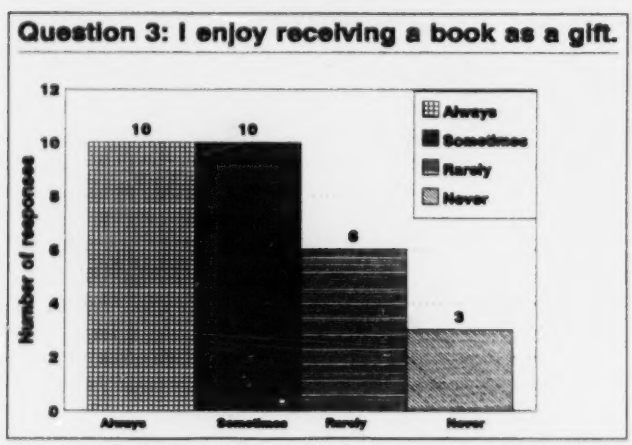
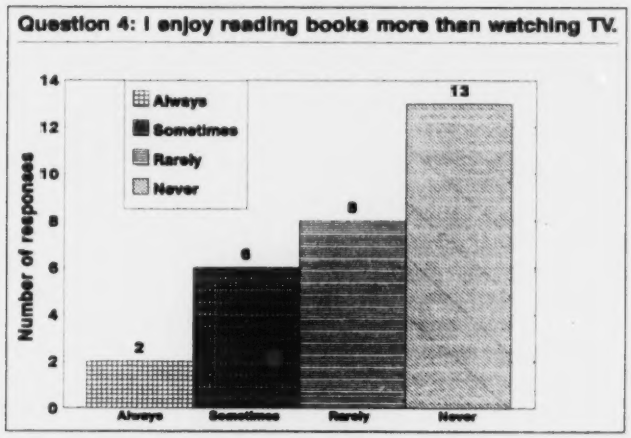
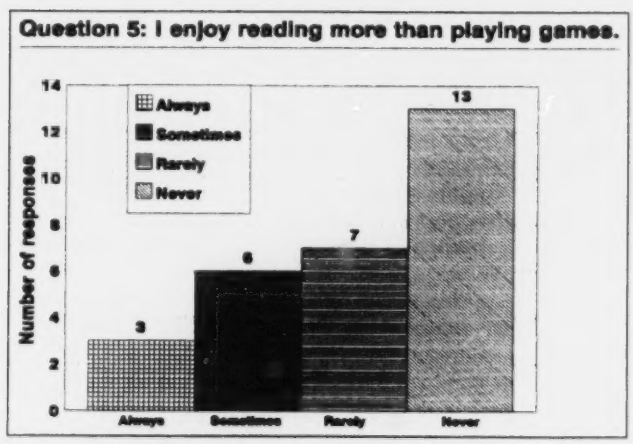


Figure 4 Continued





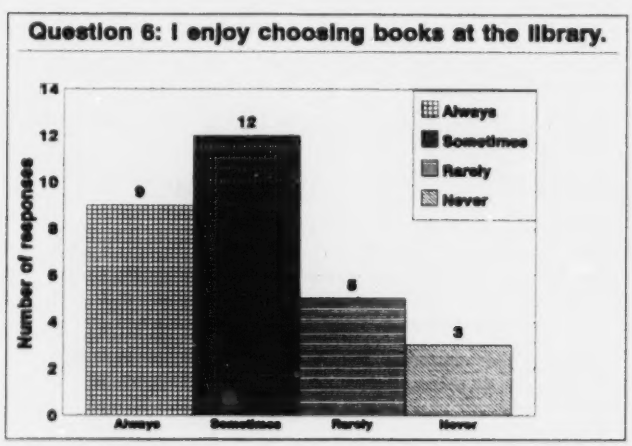
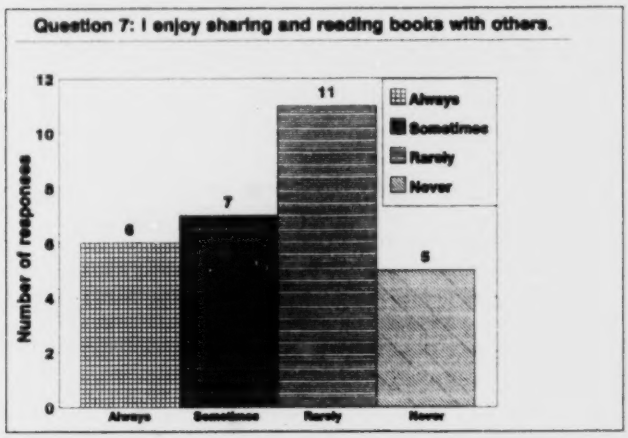
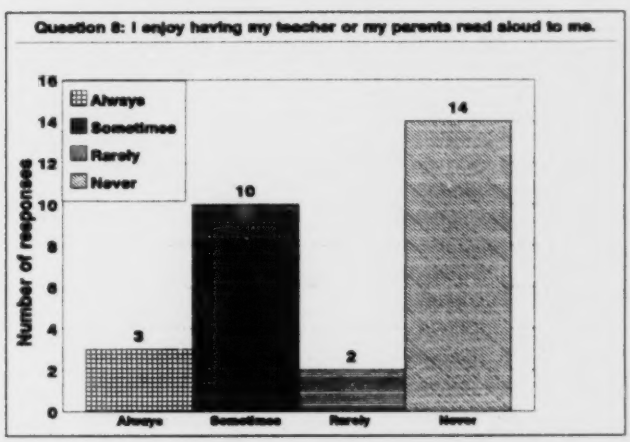


Figure 4 Continued





The results of the sixth grade reading attitude survey showed that the children see themselves as readers, enjoy getting books as gifts and going to the library. The children would rather watch TV and play games rather than read. Half the class enjoys being read aloud to while the other half prefers not to.

In all targeted classrooms the students see themselves as readers and enjoy literacy activities. There are activities that children choose rather than to read.

The results of the initial parent surveys of Table 3 and Table 4 done in September of 1995 can be found in Figure 5, Figure 6, Figure 7, and Figure 8.

Figure 5 Combined Responses To All Questions

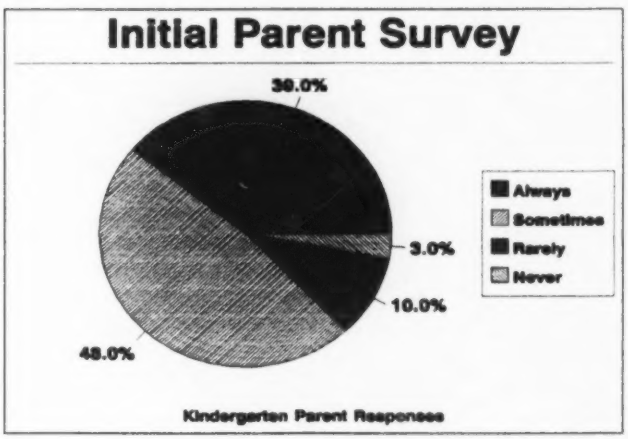


Figure 6 Combined Responses To All Questions

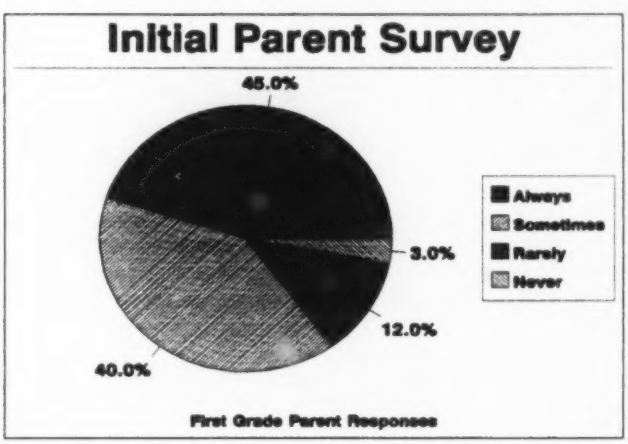


Figure 7 Combined Responses To All Questions

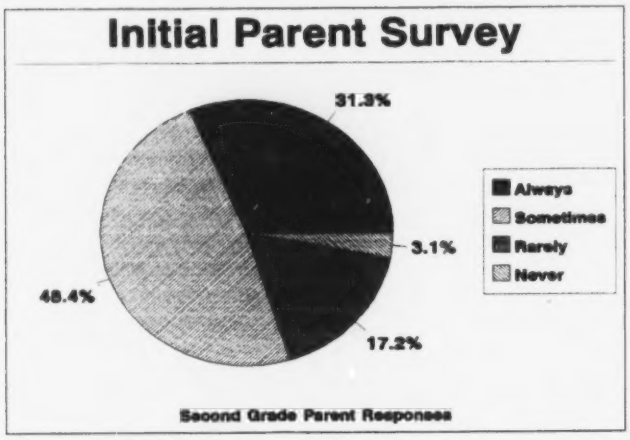
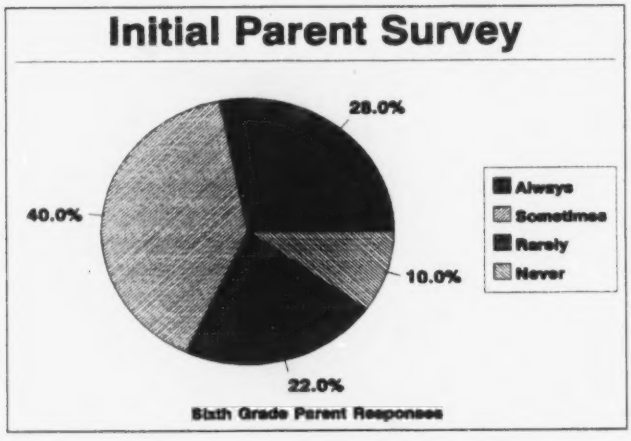


Figure 8 Combined Responses To All Questions



As shown in the graphs, parents do perceive their children as having a positive attitude towards reading. In the majority of responses parents answered positively about their children's attitudes toward literacy activities.

The parents of the students in this research were asked to complete the out of school activity survey shown in Table 5.

Table 5

Minutes Per Day In Out-of-School Activities

N=105

Activity	Minutes Per Day
1. Doing chores	
2. Doing homework	
3. Eating	
4. Listening to music	
5. Playing games, playing outside	
6. Practicing (sports, music and dance lessons etc.)	
7. Reading (books, magazines, newspapers, comics, mail, etc..)	
8. Talking on the phone	
9. Watching television	
10. Working on a hobby	
11. Playing video games/computer	

The results of the initial kindergarten, first, second, and sixth grade out-of-school activity survey given in September, 1995 can be found in Figure 9, Figure 10, Figure 11 and Figure 12. Results of minutes read were taken from question number 7. Audio/visual minutes were taken from questions 4, 8, 9, and 11 collectively: unstructured play minutes from question 5.

Figure 9

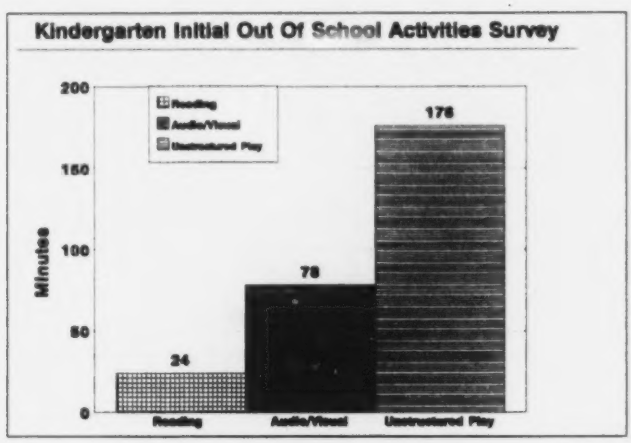


Figure 10

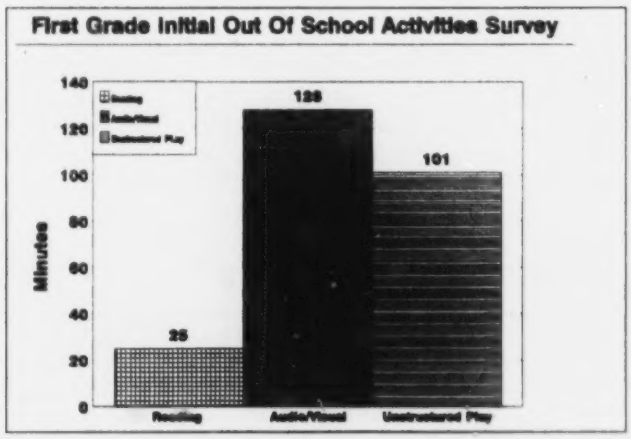


Figure 11

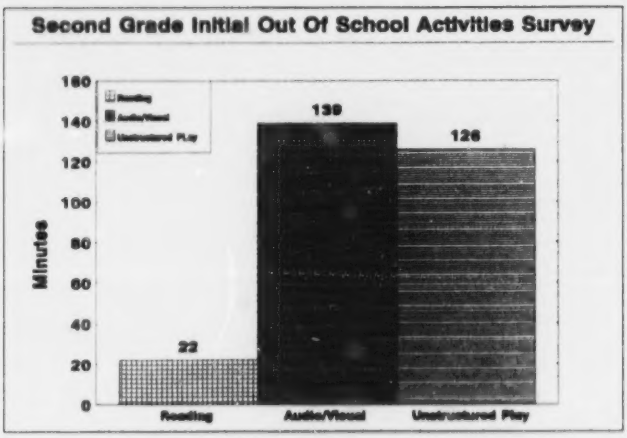
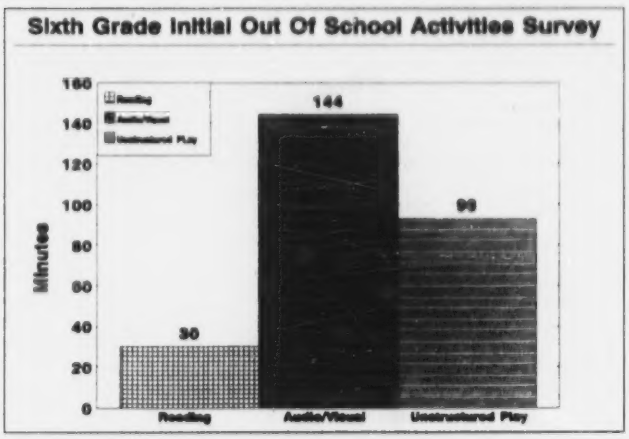


Figure 12



As indicated by the results of the survey, children spend much more time engaged in audio/visual and unstructured play activities than reading during out-of-school free time. Although parents perceive their children as recreational readers, in actuality their children do not spend much time reading during their free time.

In conclusion, data gathered by the researchers and information from the research literature indicate that students spend more time on other out-of-school activities, such as

unstructured play and audio/visual activities more than they do on reading. Reading is often associated with homework, ditto sheets, and workbooks. Teachers do not provide enough time at school to do reading which is not connected with a class lesson. Children do not read a variety of materials or genres.

Probable Cause

Professional literature clearly suggests and supports the researchers' findings on probable cause. According to Turner (1993) both good and poor readers are reluctant to engage in recreational and independent reading. Many students perceive reading as only school or work related because of how it is taught and practiced in the classroom. They never focus on the social uses or real-life aspects of reading. Trelease (1985) concludes that children have come to associate books and reading with ditto sheets, work books, tests, and homework.

Rasinski (1989) states that "... little thought is given to whether or not the 'good' reader may enjoy reading as a pleasurable and functional activity in his or her own life" (p. 84). Trelease (1985) supports the findings of researchers that contend that children perceive reading as work.

In studies by White (1989) children generally lacked enthusiasm for reading and chose other activities, such as watching TV or playing games, more than reading during the same period. Rasinski (1989) reports that some students choose not to read when other options are available even though they are very capable of reading. The AFT Chrysler Report on Kids, parents and reading, a nationwide survey of young people age nine to 17, states that young people chose playing sports as the activity most difficult to give up, putting reading last on their list.

Children have no role models and are rarely read to. Gail C. Haley (as cited in Trelease, 1985) in her 1971 Caldecott Medal acceptance speech stated, "... children who are not told stories and who are not read to will have few reasons for wanting to learn to read" (p.62). According to Trelease (1985) one of the primary learning methods for children is imitation. If children do not see their parents or teachers read, then they will not read, nor will they want to read. Elly (1989) suggests that many teachers who might choose to read to younger children stop reading to their students in the intermediate grades because they believe the students no longer would benefit from being read a story. According to Hartwig (1994), "the single biggest factor affecting young people's reading habits is the extent of parental involvement in children's reading" (p.3).

In interviewing children, Koskinen (1994) found that book access and book ownership played an important part in motivation to read. Clearly, Sanacore (1990) upholds the premise that the unavailability of a variety of reading material (newspapers, anthologies, magazines, paperbacks) will promote illiteracy in the classroom.

Hickman (1981) suggests that teachers do not provide children with enough opportunities, time, and materials to engage in book related activities. Morrow (1985) concludes that "without the opportunity to participate in recreational reading in school, many children will not read enough to become competent in reading skills. Thus children do not feel a sense of reading success, and do not experience reading as being enjoyable enough to continue to read by choice. According to McPike (1995) if a child does not learn to read effortlessly enough to render reading pleasurable, if he doesn't learn to read fluently enough to read broadly and reflexively across all content areas, his chances for a fulfilling literate life are practically nonexistent.

Turner (1993) concludes that students reluctance to read is due to the following factors: lack of interest; inappropriateness and scarcity of materials; lack of reading ability and past failures in reading; inappropriate instruction; conflicting values on the importance of reading; a nonreading environment in both the home and school.

Chapter 3

THE SOLUTION STRATEGY

Review of the Literature

A study of the literature suggests possible strategies that can be used to improve students' poor attitude toward reading of the targeted kindergarten, first, second, and sixth grades at the targeted schools. The strategies include reading-aloud, peer tutoring, the use of reading centers, use of reading incentives, choice of reading material, increase reading skills, use of cooperative reading teams, and the use of a recreational reading program.

Trelease (1985) says the foremost nurturing activity that teachers can give a child next to hugging, is reading out loud to them. It stimulates their interest, their emotional development, and their imagination. Children associate books and reading with ditto sheets, workbooks, tests, and homework. Strickland and Taylor (1985) suggest teachers should capitalize on the many cognitive and social dimensions of reading aloud. Rasinski (1989) states reading aloud to children fosters growth in a number of reading areas, from developing a sense of story, to improving vocabulary, as well as motivating students to finish a story started in a read-along session.

Topping (1989) emphasizes the advantage of peer tutoring by reporting that both

tutors and tutees show improved academic outcomes, more positive self concepts, improved social relationships and improved attitudes toward reading. Duran (1989) implemented a peerreading program which instilled a desire to read through mentoring and modeling. This program improved students' attitudes toward reading for fun and pleasure.

According to Morrow (1989) classroom reading centers generate enthusiasm for reading where literacy is honored and cultivated in an atmosphere rich in literature. Where children participate in these environments, they read more, write more, and take more books home from school than children in classrooms where these centers do not exist.

Morrow (1985) also states that teachers' efforts in making a reading center an inviting and attractive part of the room tell the child voluntary independent reading is valued. Bissett (1970) found that children in classrooms containing literature collections read 50% more books than did children in classrooms without such collections.

Several researchers indicate that enthusiasm for reading improves with extrinsic rewards and incentives. Sobanski and Steinman (1986) organized a schoolwide contest around The Cat in the Hat theme in which the children depicted a favorite character or scene from the book. Prizes were given to winners and participants.

In the report of the American Association of School Administrators, Amundson, Brodinski and Kline (1990) have suggested that incentive programs encourage students to read at home. One successful national program is Pizza Hut's BOOK IT which provides coupons for free pizzas to students who meet required reading goals. In other cases, however, principals and teachers use their creativity to discover kinds of

incentives that will motivate student reading.

Gitelman and Rasberry (1986) stated that by rewarding participants, giving special recognition to winners, planning cooperatively with teachers and involving parents, contest organizers spark enthusiasm about reading. Berglund (1990) also indicates that students are motivated to read by the offering of rewards.

Choice is a powerful motivator as stated by Paris and Turner (1995). Research states when students can choose tasks and texts they are interested in, they expend more effort learning and understanding the material. According to Koskinen (1994), children are highly motivated to read books of their own choosing. Self-selection of reading material is clearly linked to enjoyment and sustained reading experiences.

Bosh (1990) suggests that improving reading skills will lead to increased motivation for reading. Teaching self-regulatory skills to students who are frustrated and stressed help to increase ability and attitude in reading. Duffy and Sherman (1972) propose that skills are needed to read, and unless students possesses basic reading skills, they will not read.

According to Glasser (1986), when poor readers can function successfully in reading teams, changes occur which create positive pictures in their heads about reading. Johnson, Johnson, & Roy (1984), found that achievement in academic areas as well as attitude toward learning are improved when students are placed in an organizational plan in which they must help one another work toward a common goal.

The development of a recreational reading program provides for the means of application of basic reading skills and, according to Duffy and Sherman (1972), helps to increase students motivation to read. Combining the teaching of reading skills and the

implementation of a recreational reading program results in development of the reading habit.

Morrow (1985) discovered that adults at home reinforce the interests of their children by interacting and cooperating with them in literary activities. Parents in such homes read often in their leisure time. According to Smith (1990), parents are their children's most powerful guide to reading and learning by creating interests and positive attitudes, by helping to improve comprehension, and by reading aloud to their children. According to Clary (1990) if parents want their children to read they must read in their presence and read aloud to them.

Turner (1993) promotes a variety of materials in the classroom that reflect the real life needs and motivational needs of students. Classrooms should include practical, everyday materials such as manuals, newspapers, magazines, reference books, directories and maps. They should also include craftbooks, song books and joke books, story books and trade books written by ethnically diverse authors. Books on audiotapes and video taped on books should also be available. This makes for high-interest material.

According to Sanacore (1990), using a wide variety of materials during classroom time, such as newspapers, textbooks, anthologies, paperbacks and magazines motivate students' independent reading. Students who are surrounded by this type of reading material will be tempted to browse and read from these sources.

Project Outcomes

As a result of the research, the following solutions will be implemented. A read-aloud program will be initiated, involving teacher-student, peer-student, and parent-student. A literacy awareness program will be developed. Free reading time will

be provided. These strategies will be used with the targeted groups from October of 1995, to February of 1996, at which time surveys will be used to measure the outcome.

Solution Components

The targeted students will more frequently choose reading as a free time activity as a result of the use of a literature rich environment during the period of October 1995 through January 1996 as evidenced by student/parent survey and teacher observation.

Action Plan

In order to accomplish these objectives the researchers will:

I. Develop data collection strategies

A. Develop surveys (Appendixes A,B,C,D,E.)

B. Develop observation checklist (Appendixes H,I,J.)

C. Develop home reading record (Appendixes K,L,M,N,O,P,Q.)

D. Send cover letter explaining action research to parents (Appendixes R,S.)

II. Plan curriculum

A. Develop a real-aloud program with kindergarten, first, second, and sixth grade students.

1. Teacher will read out loud to students at least 10 minutes daily from materials of section B. that are grade appropriate.

2. Students will peer read with a partner at least once every 2 weeks using material from a curriculum area or total free choice. Children may read aloud to each other, may read silently, and/or discuss the material.

3. Home reading program will involve home help.

a.Parents' will be asked to read to their kindergarten through

second grade child at least twice a week as explained in the parent letter. (Appendix T)

b. Parents will be asked to read and/or share reading material with their sixth grade child at least twice a week as explained in parent letter. (Appendix F)

B. Develop a literacy awareness program with kindergarten, first, second, and sixth grade.

1. Teacher introduces and students respond to different genres of reading material every two weeks. These include: Author/Series, Magazines, newspapers, Poems, Audio cassettes that either do or do not accompany the printed text, and Maps/Signs/Travel guides.

a. Author/Series

The teacher will ask children if they ever heard of author. Teacher will then give a little background information on author and talk about some of the books written by that author. Teacher will also have books available for children to peruse. Finally, the teacher will read a book or passage by the author.

b. Magazines

The teacher will bring in several magazines appropriate to grade level. These will be "Humpty Dumpty", "Highlights", "Ranger Rick" and "NG World" for kindergarten, first and second grades. Sixth grade magazines will be " Zillions", "Sports Illus. for Kids", "NG World", and "Young Miss".

The teacher will then talk about feature articles. During the display period a few articles will be read out loud.

c. Newspapers

The teacher will bring in a variety newspapers. These include: Spot (Tribune), Star, Col. Harold (Joliet Herald News), Chicago Tribune, and Southtown.

The teacher will explain different sections of the paper and read an article of interest.

d. Poems

The teacher will provide several different examples and authors of poems.

The teacher will read several poems to the class.

e. Audio

The teacher will introduce how books, stories and poems are on tape for the enjoyment of people who perhaps can't read or can't see.

The teacher will let children listen to audio version of a story / book appropriate to their grade level.

f. Maps/Signs/Travel Guides

The teacher will promote an awareness of the use of reading in maps, signs and travel guides in everyday life. Students will study different sections of the world through this material.

2. Teacher will prominently display reading materials and encourage students to interact with the material.

3. Students will have an opportunity once a week to participate in a group sharing session. At this time, students will reflect on material read during that week. The teacher will also share his/her reflections on personal selections.

C. Teacher will give students 10 minutes of free choice time at least once weekly (See Appendix H,I,J).

Methods of Assessment

The following methods of assessment will be used by the researchers:

1. Initial parent surveys (B,C,E)-September
2. Initial student surveys (A,D)-September
3. Observation checklists (H,I,J)-October through January
4. Researchers journal-October through January
5. Media Center checkout data-October through January
6. Home reading record (K,L)-September through January
7. Exit student surveys (A,D)-January
8. Exit parent surveys (B,C,E)-January

Chapter 4

PROJECT RESULTS

Historical Description of Intervention

The objective of the researchers was to improve students' attitudes toward reading which was accomplished in a variety of ways. A read-aloud program was developed which included teachers, parents, and peers, introduced and provided different types of genres, gave opportunities for children to share and reflect on their reading selections, and provided free time for children to engage in reading. These action-plan components were used during the period October 1, 1995 through January 31, 1996.

In order to inform parents that their children were involved in a research project, a parent letter including initial surveys on reading attitudes regarding time spent away from school was sent home in September with students. The researchers clearly stated that the information would be kept confidential and in no way be reflected in any type of grade.

Two initial parent surveys (Appendix B,C.) were used to gain information on how the children felt about books and reading. Parents were asked to check the appropriate box answering attitudinal questions about their child's reading habits outside of school. An Out-of-School Activity Survey (Appendix E) was utilized to make a record of the minutes spent engaged in different activities outside of the school day. Parents recorded the number of minutes per day their child engaged in different activities.

The researchers' intention was to utilize data generated from the surveys to plan strategies and techniques to promote a positive attitude in reading. Next, the researchers

surveyed the children at school asking them to indicate their attitude about reading and related activities as indicated by an evaluative structure using facial expressions. (Appendix A) Children in kindergarten and first grade were assisted by teacher aides when completing the form; in second grade in some cases they were helped by the researcher. In sixth grade, the surveys were formatted differently, as shown in appendix D, and students completed their own.

Researchers also used a checklist of free time activities to indicate where students spent free time in the classroom. The first checklist was completed in September (Appendix H,I,J). Teachers tallied the number of students who preferred reading to other activities.

As a result, the researchers were able to confirm that there was a need to improve students' attitude toward reading. Once this need was established, teachers engaged in the project of promoting a positive attitude.

The researchers' first task was to develop a read-aloud program which included reading aloud by the teachers, peer reading with a partner, and parental reading. Next, each researcher was to provide different types of reading genre for the students during two-week intervals starting October of 1995 and ending in January of 1996. The researchers would talk about the particular material, lead a discussion, read from the material, and then let children peruse and take home any items that were of interest to them.

Each researcher set aside a special part of his or her classroom where new reading material was displayed. Students were also given several opportunities to share what they had read with each other and the teacher. Teachers used different genre to insure

interest visually, auditorially, and kinesthetically, thereby involving all types of learners. Free time for independent reading of any genre was offered to the children on a regular basis.

Researchers recorded observations of student responses to the reading material by keeping anecdotal records in journals recording general information such as what materials gained most interest, how many children checked out materials, and other pertinent information.

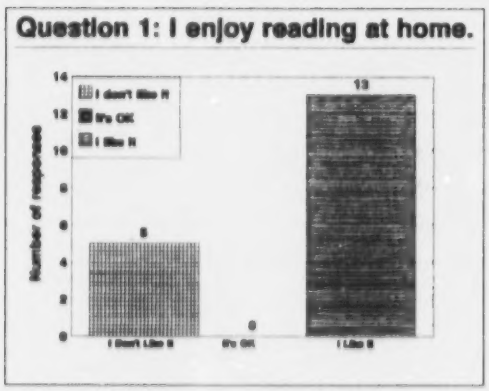
Presentation and Analysis of Results

Survey results indicated responses on the attitude survey reflected increased enjoyment of books and reading. By examining the graphs, the number of negative responses in the fall decreased as students responded positively toward attitudinal questions about reading in the spring. An interesting point to note is that at every grade level, there was an increase in the number of students who would rather read than watch TV or play a game.

Kindergarten Graphs and Questions (Figure 13)

N=18

Fall



Spring

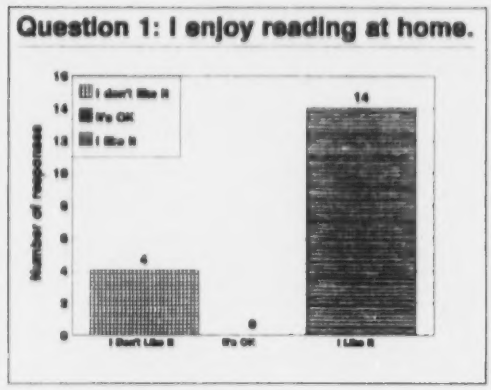
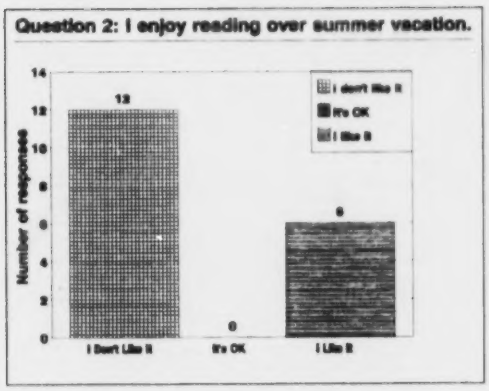
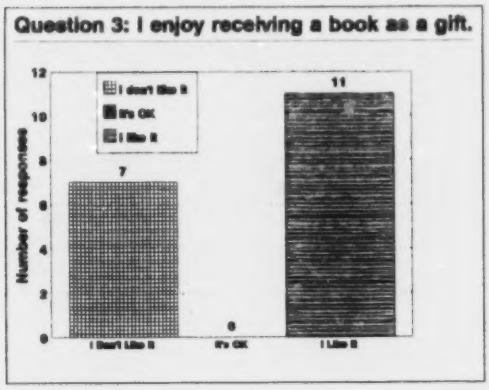
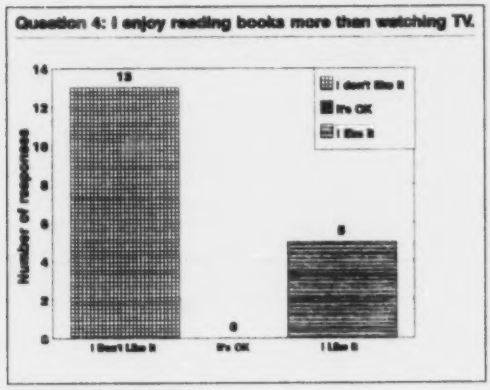


Figure 13 Continued

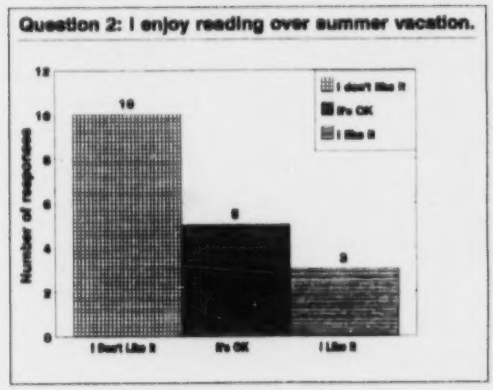
Fall

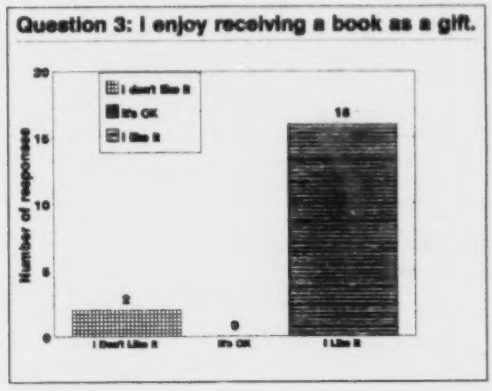






Spring





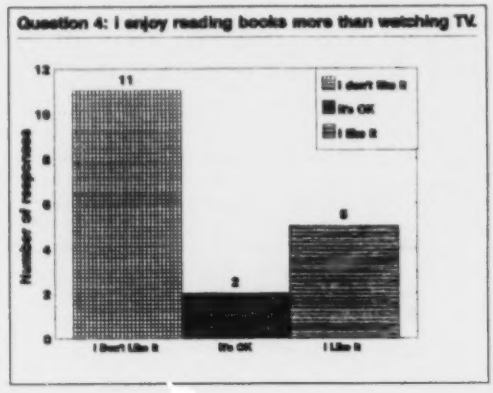
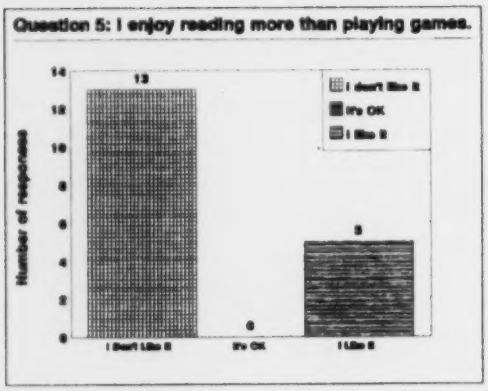
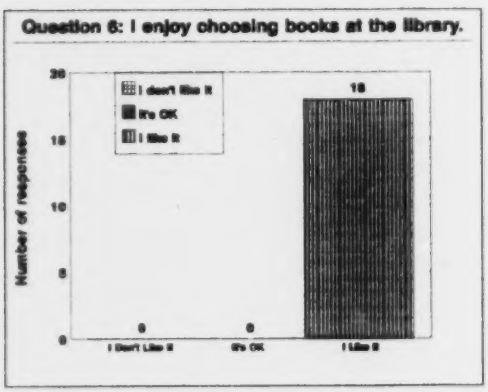
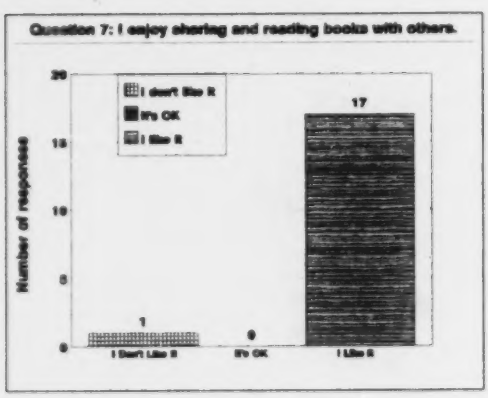


Figure 13 Continued

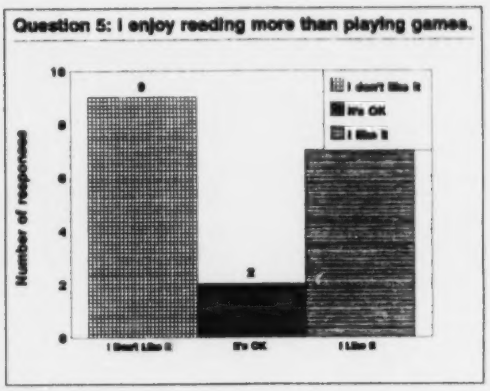
Fall

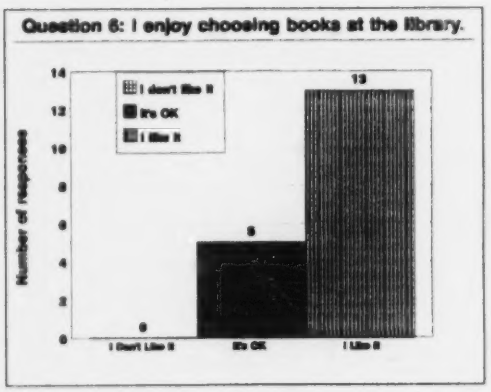






Spring





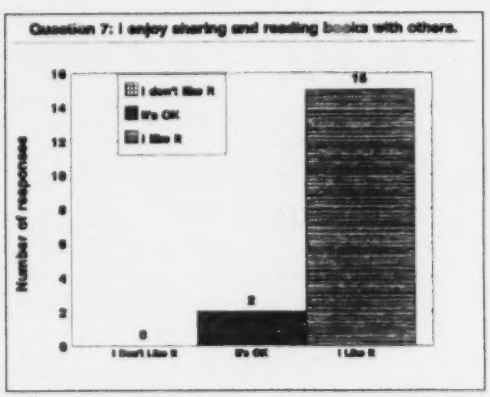
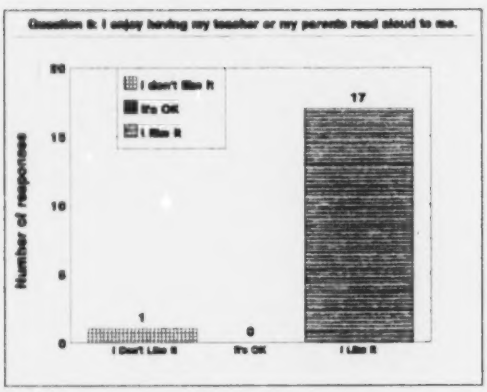
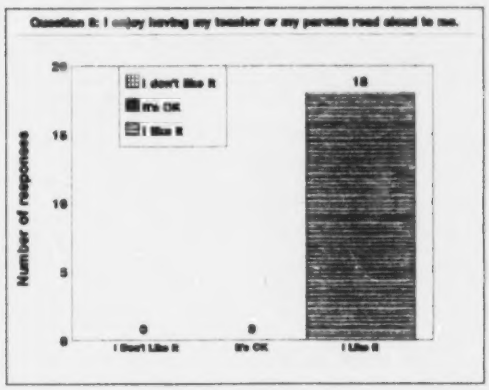


Figure 13 Continued

Fall



Spring

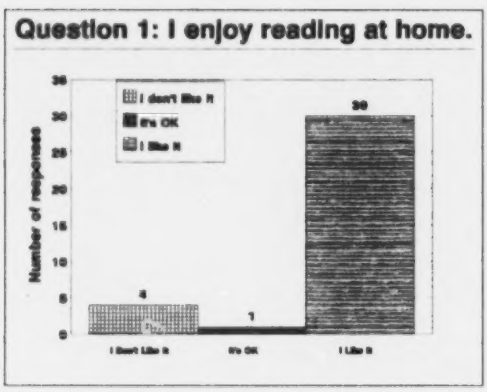


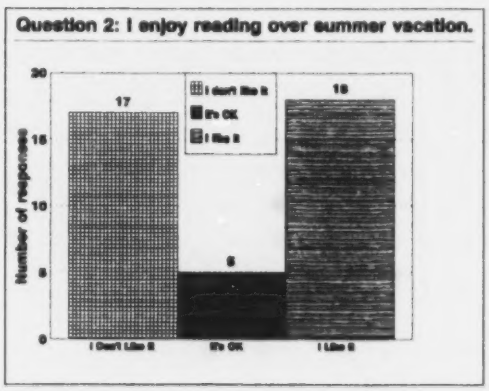
In kindergarten there was a 27 percent increase in the number of children who enjoyed receiving a book as a gift while an 11 percent increase in the number of children who would choose reading over playing a game was evident. Both percentages showed an increase in positive responses towards questions about reading.

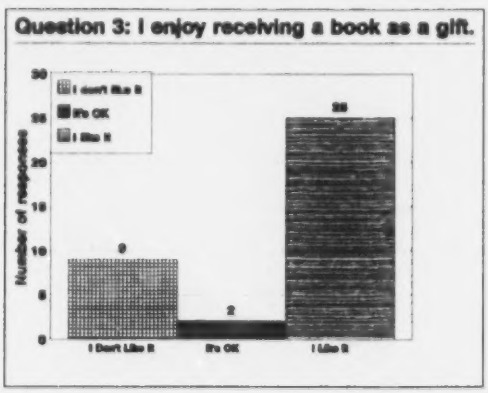
First Grade Graphs and Questions (Figure 14)

N=39

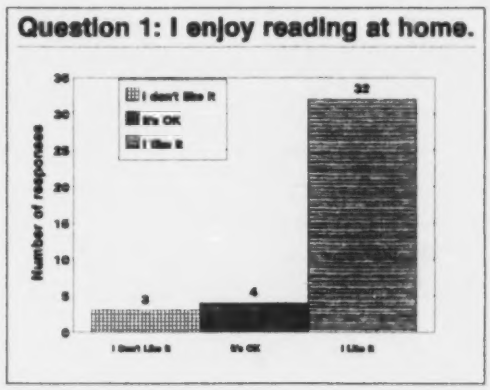
Fall

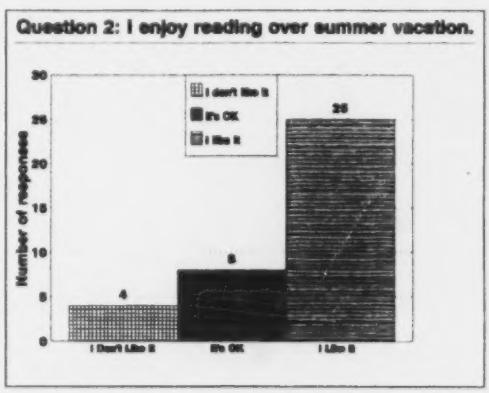






Spring





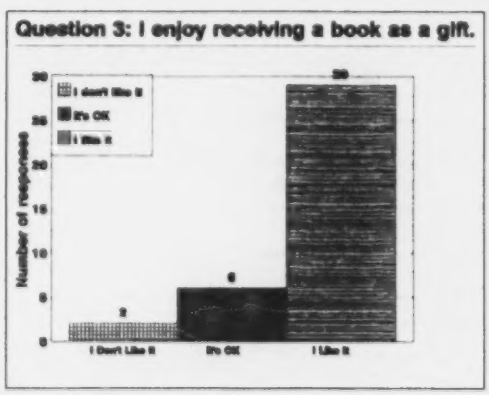
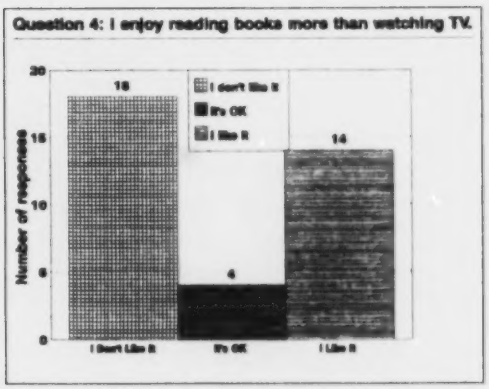
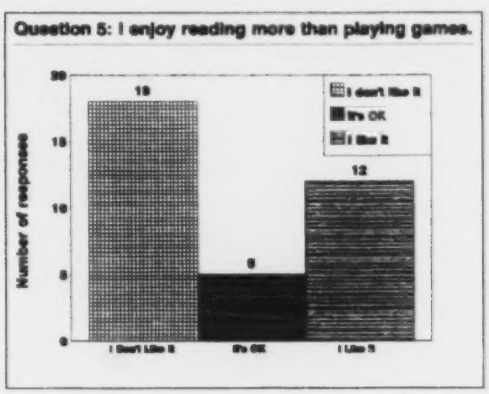
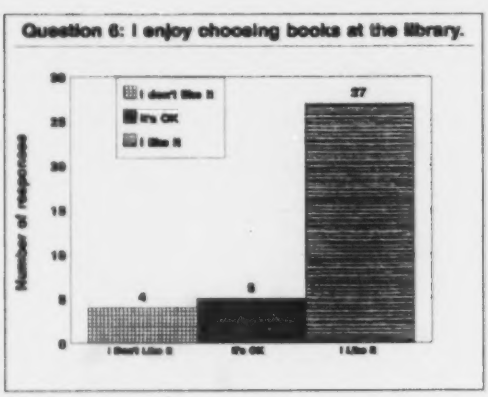


Figure 14 Continued

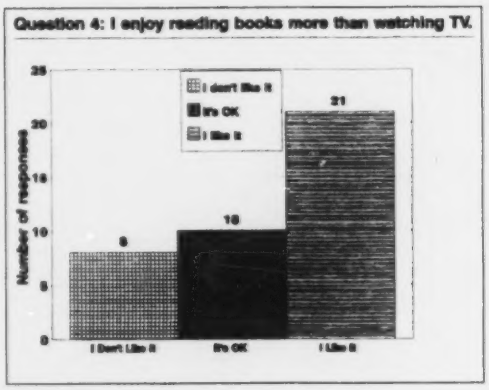
Fall

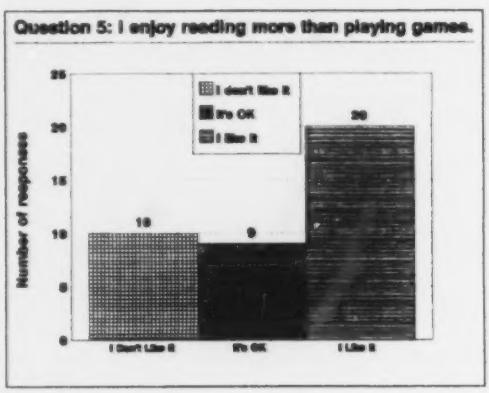






Spring





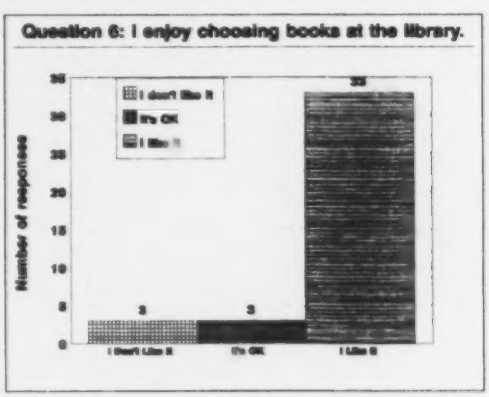
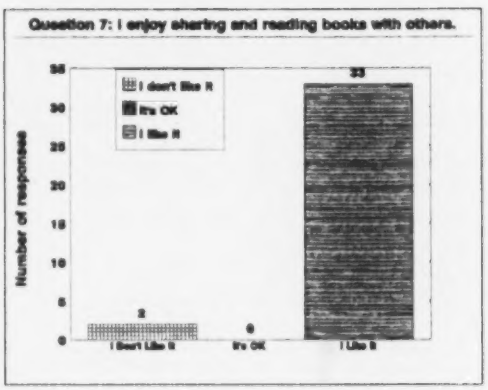
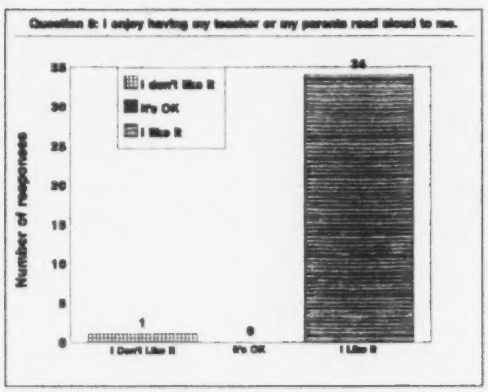


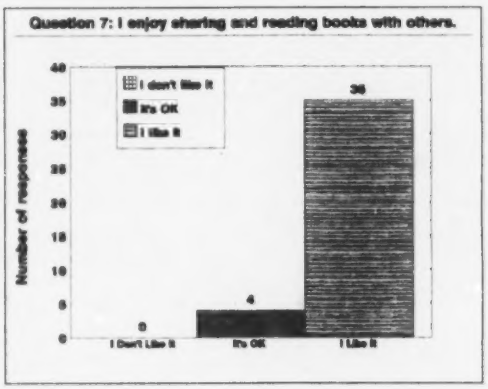
Figure 14 Continued

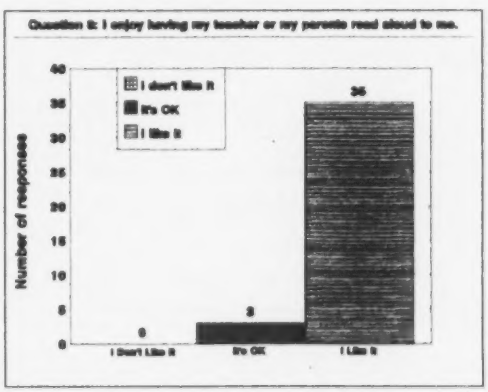
Fall





Spring



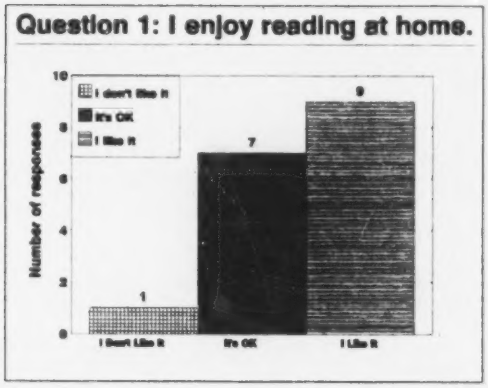


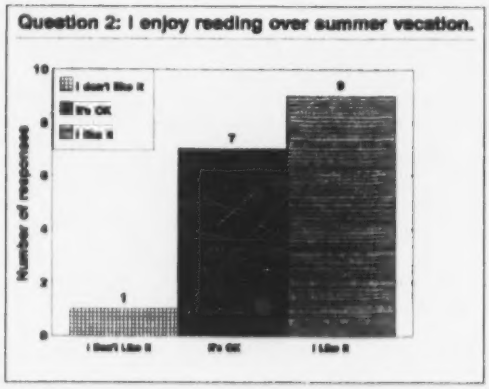
There was an 18 percent increase in the number of first-grade children who enjoyed reading over summer vacation and who chose reading a book over watching TV. This was a substantial change in students' positive responses toward questions about reading. As indicated, all survey questions produced an increase in positive reading choices at this grade level.

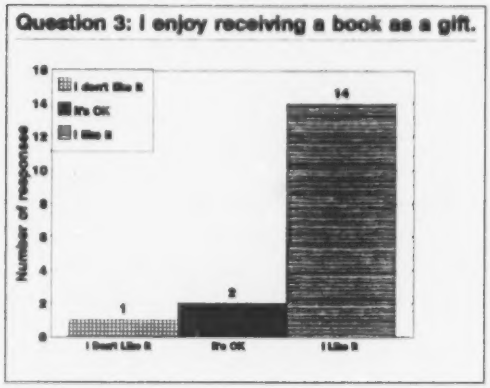
Second Grade Graphs and Questions (Figure 15)

N=17

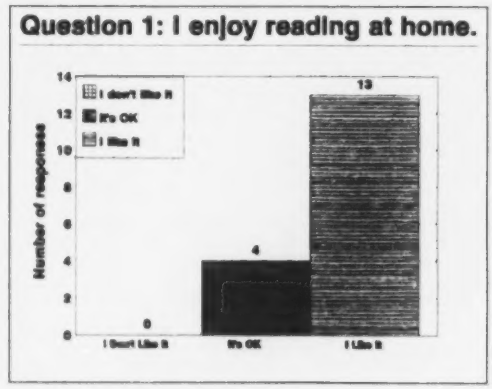
Fall

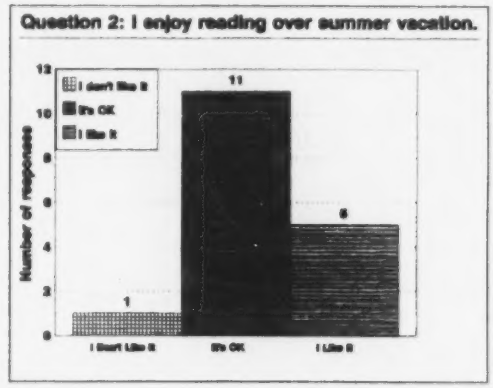






Spring





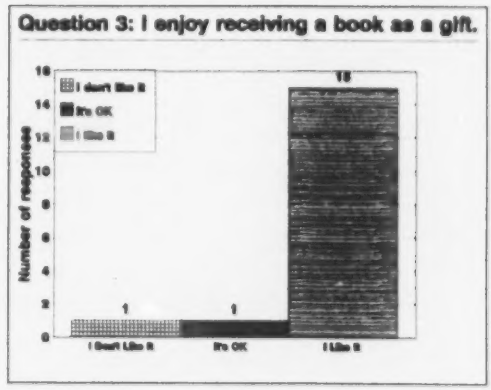
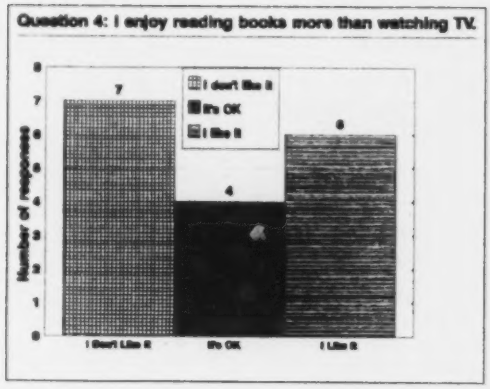
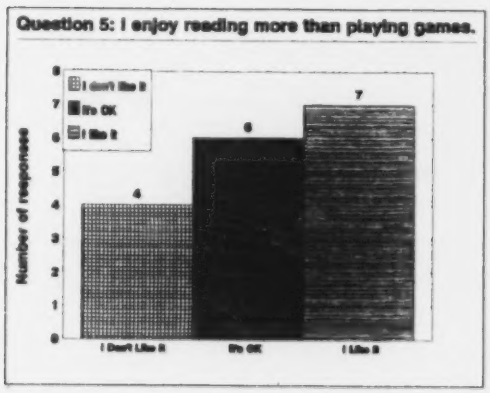
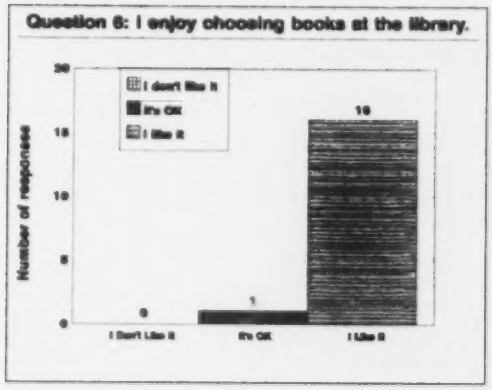


Figure 15 Continued

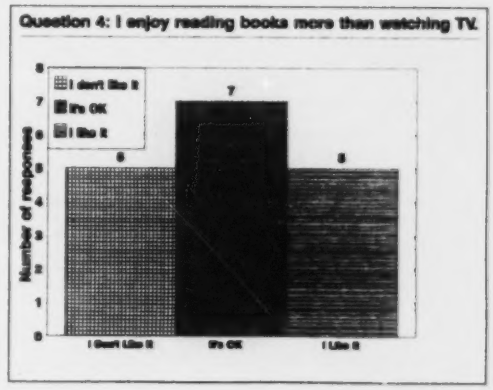
Fall

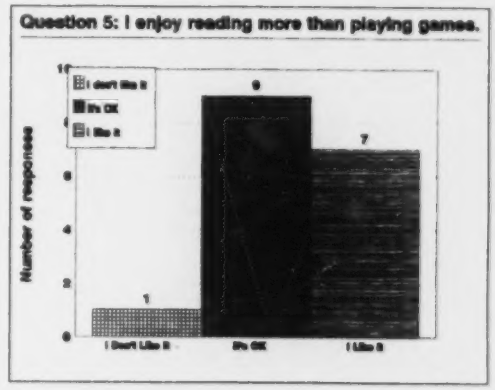






Spring





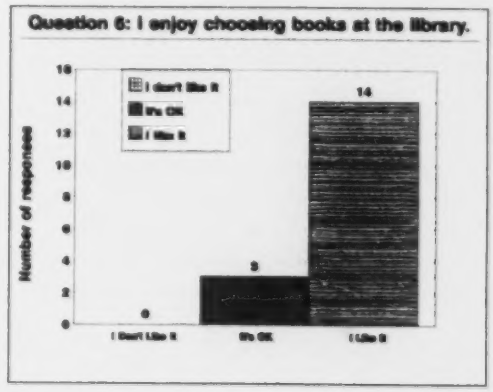
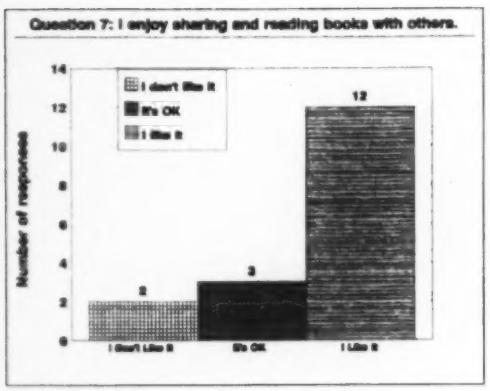
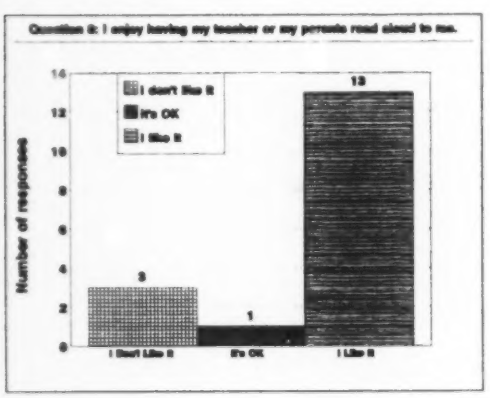


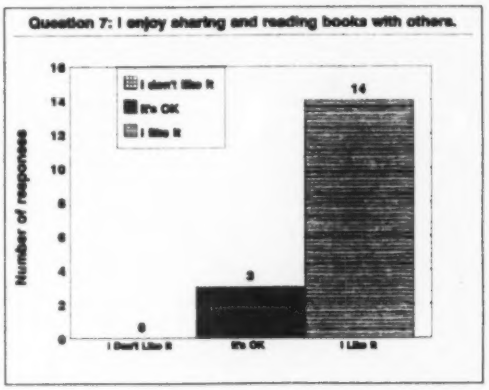
Figure 15 Continued

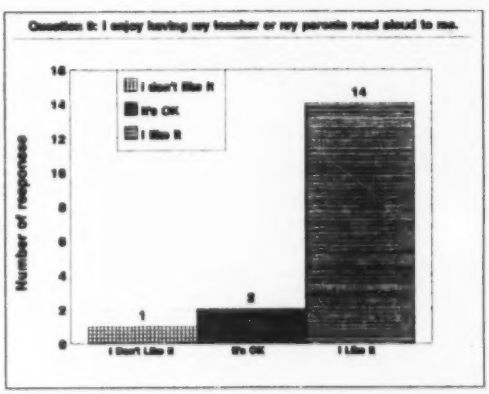
Fall





Spring



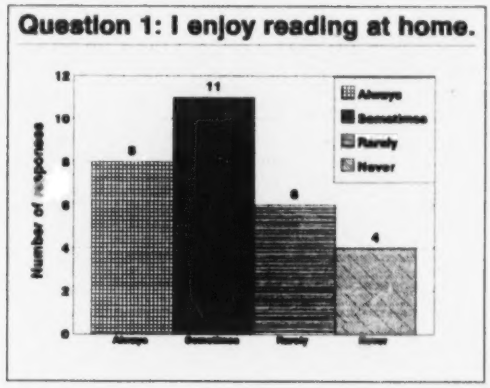


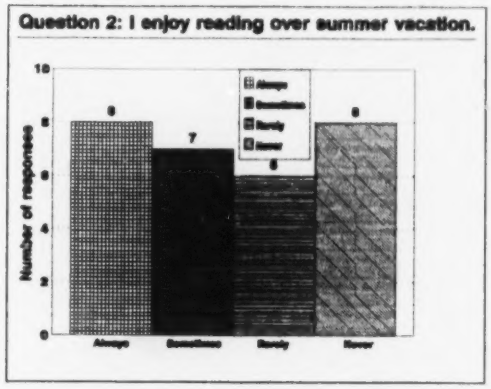
In the second grade, there was an increase of 23 percent in the number of children who enjoyed reading at home. It was interesting to note that although fewer children answered that they liked to read over summer vacation, there was not an increase in the number of children who did not enjoy it at all. The same result occurred in question 4. There was a decrease in the number of students who would rather watch TV than read.

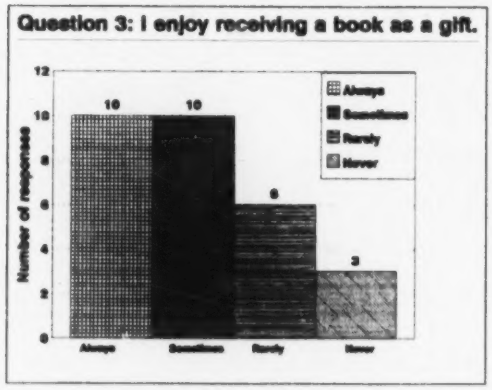
Sixth Grade Graphs and Questions (Figure 16)

N=29

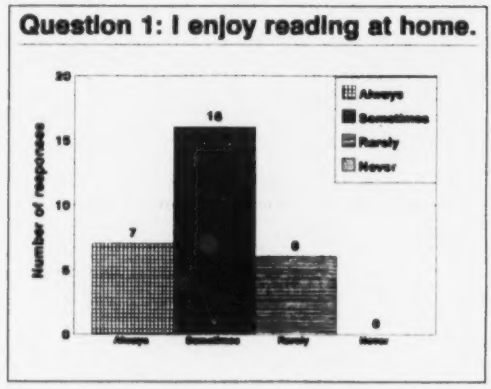
Fall

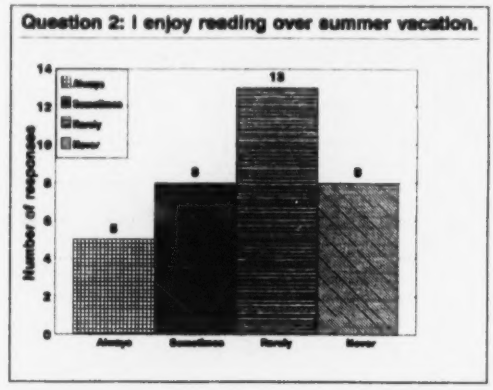






Spring





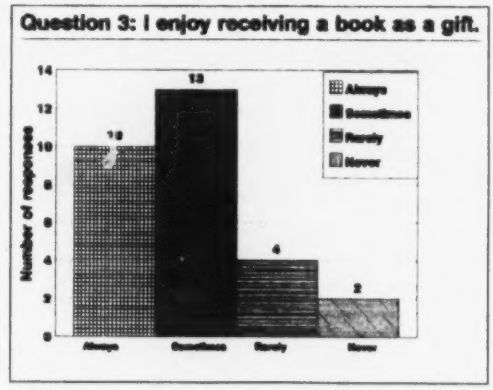
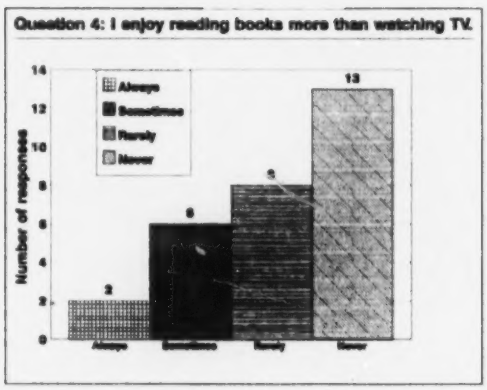
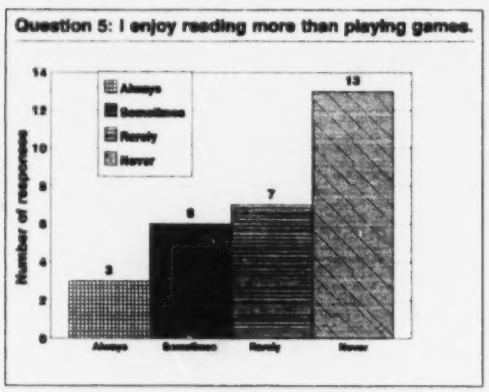
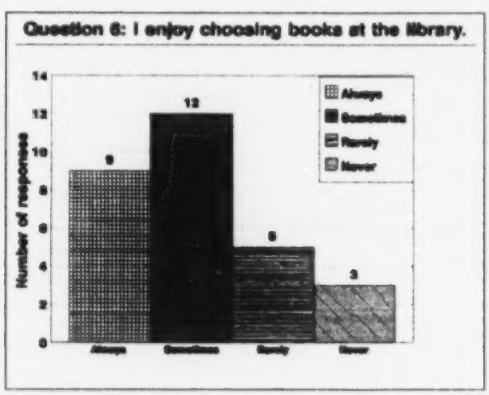


Figure 16 Continued

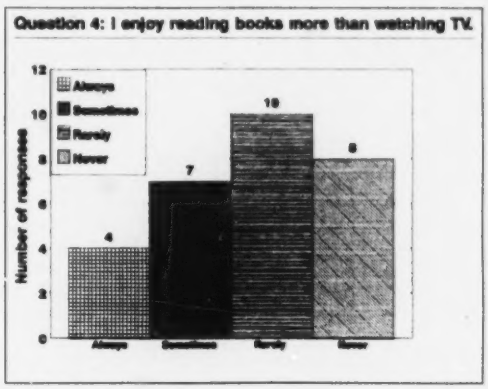
Fall

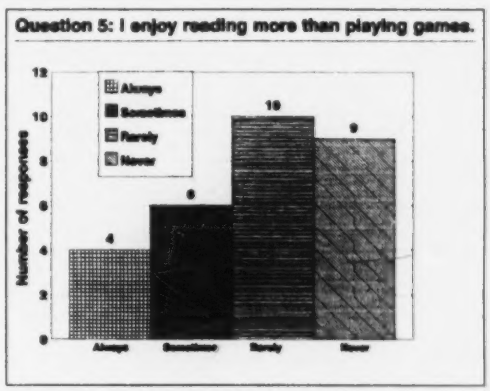






Spring





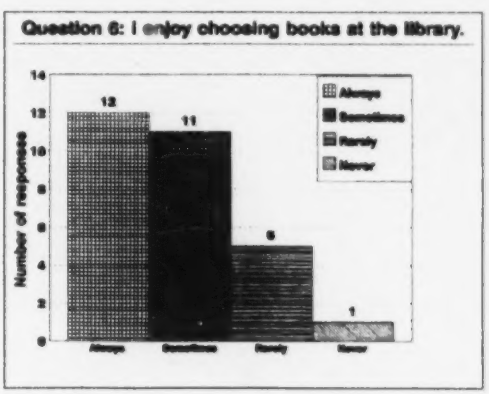
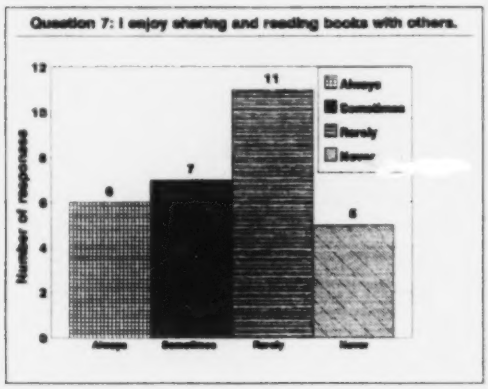
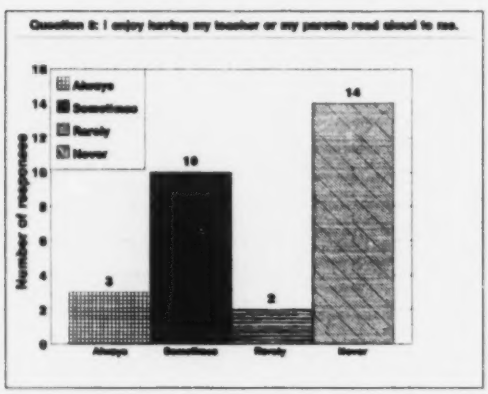


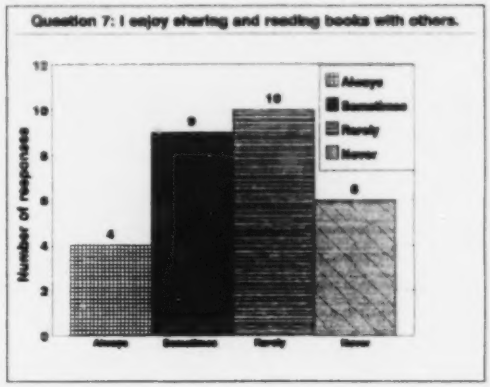
Figure 16 Continued

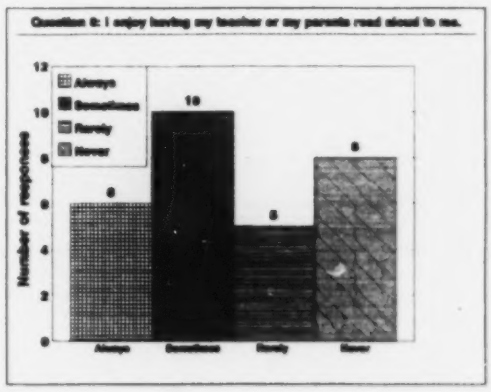
Fall





Spring



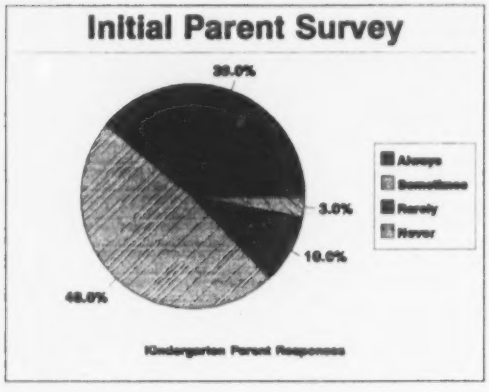


In question 1, when asked if they enjoyed reading at home, there was an increase of 13 percent in the number of sixth grade children who answered always or sometimes. There was a 10 percent increase in the number of children who enjoyed receiving a book as a gift; also a 10 percent increase in the number of children who enjoyed reading books more than watching TV.

The following graphs compare results of the parent survey administered in the fall and again in the spring. The graphs indicate responses given by parents about their children's attitudes toward reading. Parents answered questions that asked how often their children chose reading over other activities.

Figure 17 Combined Responses To All Questions

Fall



Spring

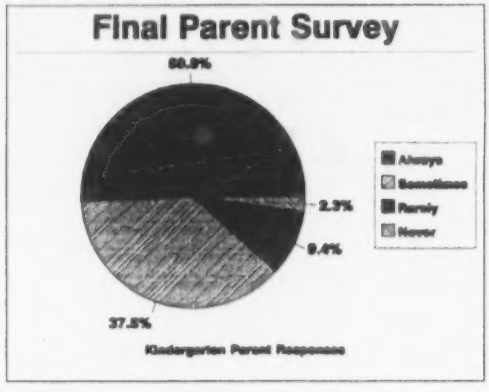
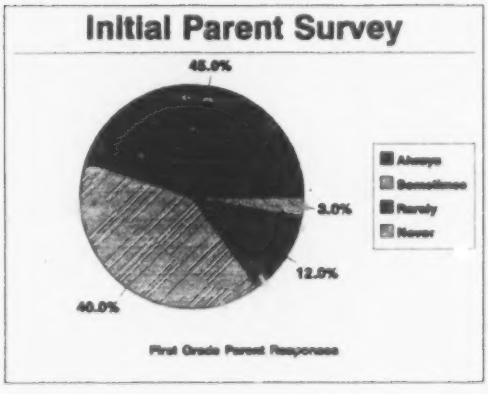


Figure 18 Combined Responses To All Questions

Fall



Spring

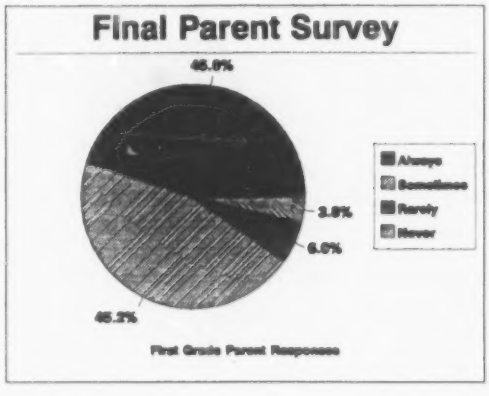
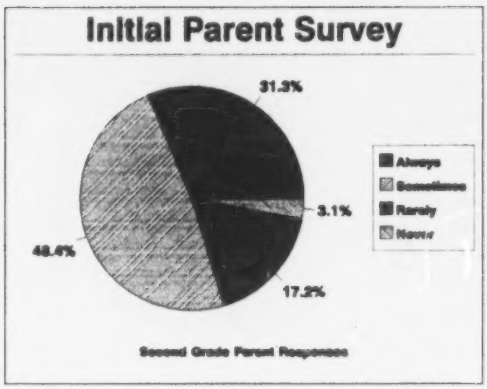


Figure 19 Combined Responses To All Questions

Fall



Spring

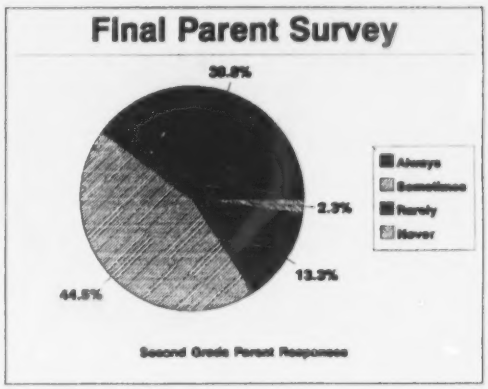
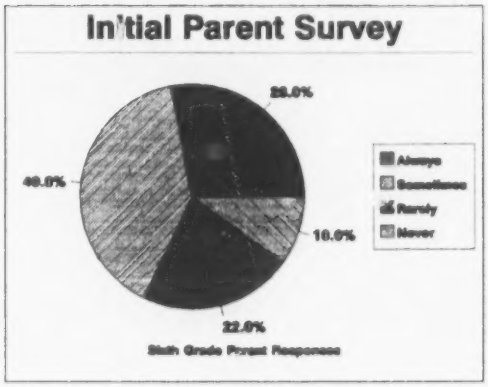
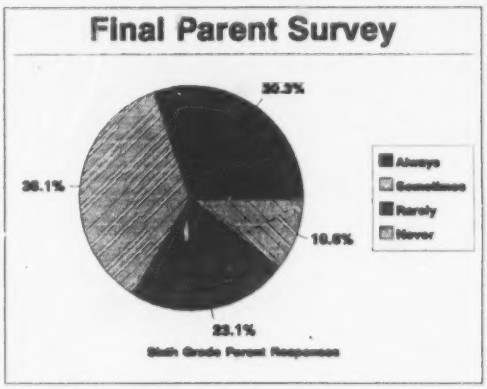


Figure 20 Combined Responses To All Questions

Fall



Spring

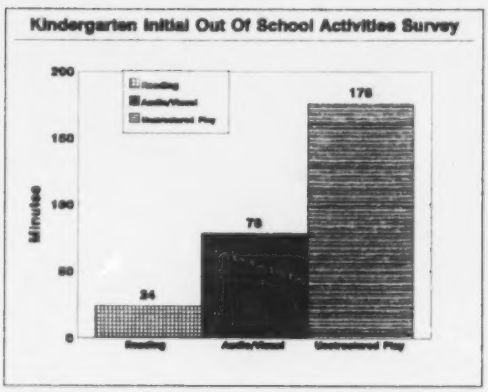


As indicated by the surveys, parents overwhelmingly saw their children as having positive attitudes in reading and continued to do so throughout the school year. In fact, in all four grade levels parents answered favorably both at the beginning of the year and in spring.

Parents were asked to submit a time sheet indicating minutes spent on activities outside of the classroom. These minutes are represented on the following graphs.

Figure 21

Fall



Spring

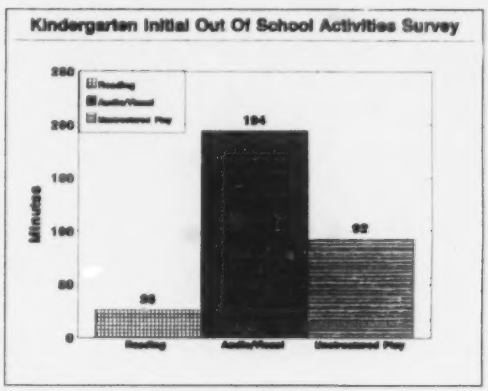
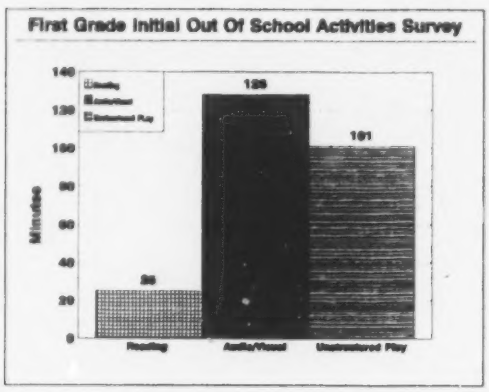


Figure 22

Fall



Spring

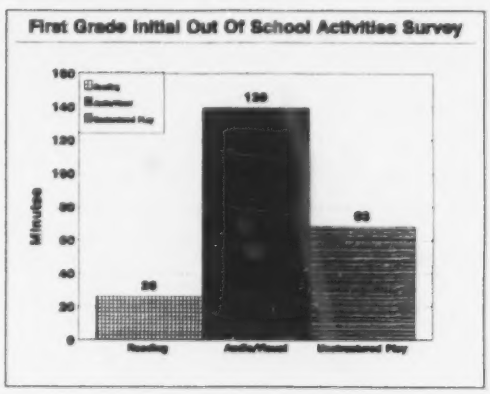
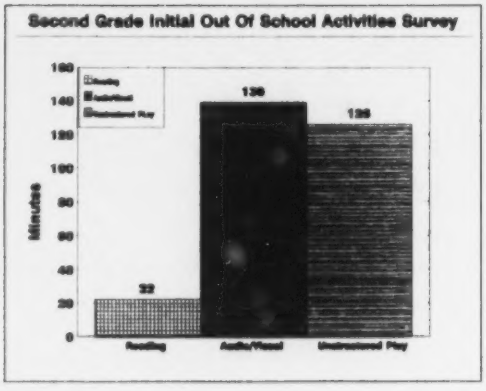


Figure 23

Fall



Spring

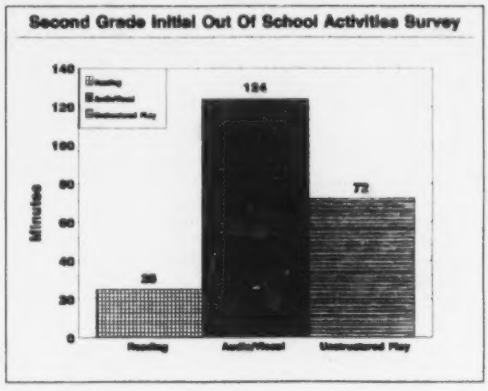
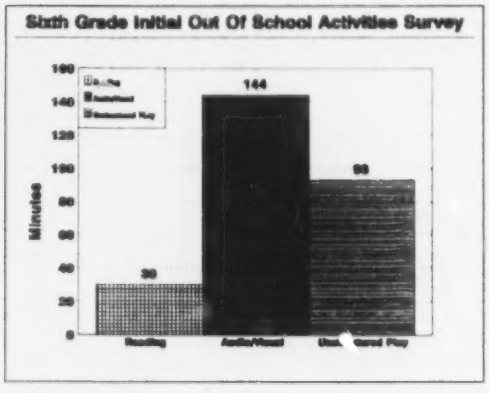
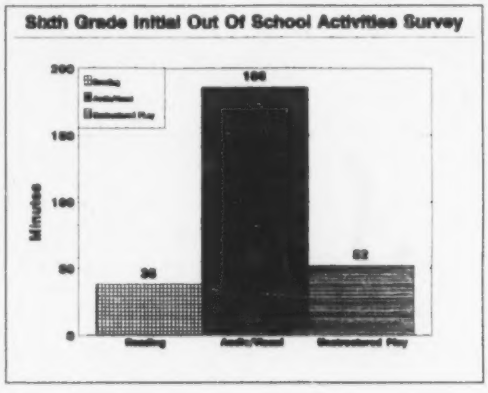


Figure 24





The results of the surveys indicate a positive increase in the number of minutes engaged in reading activities. At the primary level, the 1 to 3 minutes gain was actually a 10 percent increase in the amount of time, when one considers children reading 15-20 minutes at this age. The 8 minute gain at the junior high level showes a 27 percent gain in reading minutes. An interesting point to consider was that the number of minutes of unstructured play decreased significantly while the audio/visual minutes increased significantly. One reason for this could be that the winter months are not conducive to playing outdoors with fewer light minutes and low temperatures.

Conclusions and Recommendations

Upon reviewing an analysis of the data, the researchers conclude that students showed improvement in a positive attitude toward reading. On the student surveys, there was a positive response toward almost all attitudinal questions in reading. Children responded favorably when asked about reading over summer vacation, receiving books as gifts, sharing books, and having others read to them. We attributed this positive attitude to the action plan component of introducing many types of reading materials to the children and reading to the children daily. Several children at all grade levels of the targeted classes responded by bringing and sharing the different reading genres with the rest of the class.

As documented in journals, children actively chose to read when given free choice time in class. In fact, after a presentation of new literacy material, children were enthusiastic and very anxious to explore or peruse the reading centers.

In the parent surveys, children were perceived as enthusiastic readers at the beginning of the school year and that perception was held throughout the year. Few parents saw their children as disliking reading and rarely answered negatively to any question. One item that surprised the researchers was the fact that as the children got older, the percentage of parents seeing their children as having a positive attitude toward reading declined. The researchers think that this was because of more pressure and expectations put forth on the older students, thereby possibly "turning them off" to reading.

When asked to supply minutes for out-of-school activities, an increase was seen at every level except at the first grade level, and that stayed the same. Comparatively, the increase at the kindergarten and second grade was felt to be substantial because of the

age of the children at this level. Sixth graders increased their minutes by 27 percent which was considered impressive.

As evidenced by the students' home reading logs, children actively engaged in reading or reading related activities at least four to five times per week. At conference time, many parents commented on how enjoyable reading had become to their children and were surprised at their children's knowledge of different types of reading genres. The Kruse school librarian indicated that an average of 26 books and audio visual materials per student were checked out of the learning center during the period of September to January. The librarian at Prairie View Junior High established an average of 20 books per student in the targeted classes. Again, the researchers attribute the large volume of literary circulation to the introduction of different reading materials and reading to the children every day.

Peer reading proved to be one of the highlights of the action project. Not only was it extremely valuable educationally, but the children eagerly looked forward to reading aloud with and to their peers. Children also shared their reading experiences with their families. They often requested time to bring and share their favorite reading materials. The researchers witnessed through this project children's overall awareness of reading in all aspects of their lives. They brought in items from birthday cards to cereal boxes, newspaper comic strips to travel guides. Never have these researchers seen such high interest in literacy!

The researchers conclude that the action research project was a success. It proved to be worthwhile and beneficial to all students and teachers involved. It is recommended that all components of the project be considered for implementation in any curriculum

and at any grade level. By providing an atmosphere conducive to reading, getting parents involved, providing opportunities to discover new reading genres and providing time for children to read and share together, attitudes in reading truly can change for the best!

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Appendixes

Appendix A

Reading Attitude Survey

Name_____ Date _____

Grade _____

1. I enjoy reading at home.

2. I enjoy reading over summer vacation.

3. I enjoy receiving a book as a gift.

4. I enjoy reading books more than watching T.V.

5. I enjoy reading more than playing games.

6. I enjoy choosing books at the library.

7. I enjoy sharing and reading books with others.

8. I enjoy having my teacher or my parents read aloud to me.

* I usually read about ___ books a week.

Parent Survey

Grade _____ Date ____

Please answer each question by marking the appropriate box and return it to school.

Thank You

	Always	Sometimes	Rarely	Never
1. My child enjoys reading at home.				
2. My child reads over summer vacation.				
3. My child enjoys receiving a book as a gift.				
4. My child enjoys reading more than watching T.V.				
5. My child enjoys reading more than playing games.				
6. My child enjoys choosing books at the library.				
7. My child enjoys sharing & reading books with others.				
8. I read to my child before bedtime.				

* My child usually reads or is read to about ___ books a month.

Parent Survey

Grade _____ Date ____

Please answer each question by marking the appropriate box and return it to school.

Thank You

	Always	Sometimes	Rarely	Never
1. My child enjoys reading at home.				
2. My child reads over summer vacation.				
3. My child enjoys receiving a book as a gift.				
4. My child enjoys reading more than watching T.V.				
5. My child enjoys reading more than playing games.				
6. My child enjoys choosing books at the library.				
7. My child enjoys sharing & reading books with others.				
8. I read to or with my child at bedtime.				

- My child usually reads or is read to about ___ books a month.

Student Survey

Name _____ Date ____

Please answer each question by marking the appropriate box.

Thank You

	Always	Sometimes	Rarely	Never
1. I enjoy reading at home.				
2. I enjoy reading over summer vacation.				
3. I enjoy receiving a book as a gift.				
4. I enjoy reading books more than watching T.V.				
5. I enjoy reading more than playing games.				
6. I enjoy choosing books at the library.				
7. I enjoy sharing and reading books with others.				
8. I enjoy having my teacher or my parents read aloud to me.				

* I usually read about ___ books a month.

Out-of-School Activity Survey

Grade_____ Date _____

Activity	Minutes per day
1. Doing chores	
2. Doing homework	
3. Eating	
4. Listening to music	
5. Playing games, playing outside	
6. Practicing (sports, music lessons, dance lessons, etc.)	
7. Reading (books, magazines, newspapers, comics, mail, etc.)	
8. Talking on the phone	
9. Watching television	
10. Working on a hobby	
11. Playing video games/computer	

PRAIRIE VIEW JUNIOR HIGH SCHOOL
8500 W. 175th Street
Tinley Park, IL 60477

Dear Parents

In order to help develop a love of reading, I am beginning a reading calendar. I am asking that you take about 10 minutes a day to share a reading activity with your child. This can be in the form of discussing the newspaper, sharing a magazine article, sharing a good novel, or working on homework activities.

Please fill out the attached calendar and have your child return it to me at the end of the month.

Sincerely,

Mark Libersher

NAME _____

DATE	MINUTES	TYPE OF READING ACTIVITY	INITIALS
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
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27			
28			
29			
30			
31			

Kindergarten and First Grade

Month _____

Teacher Observation Checklist

(Day)	1	2	3	4	5
Books, magazines, audio books, "big" books.					
Puzzles/Games					
Drawing/Art					
Math manipulatives					

Second Grade **Month _____**

Teacher Observation Checklist

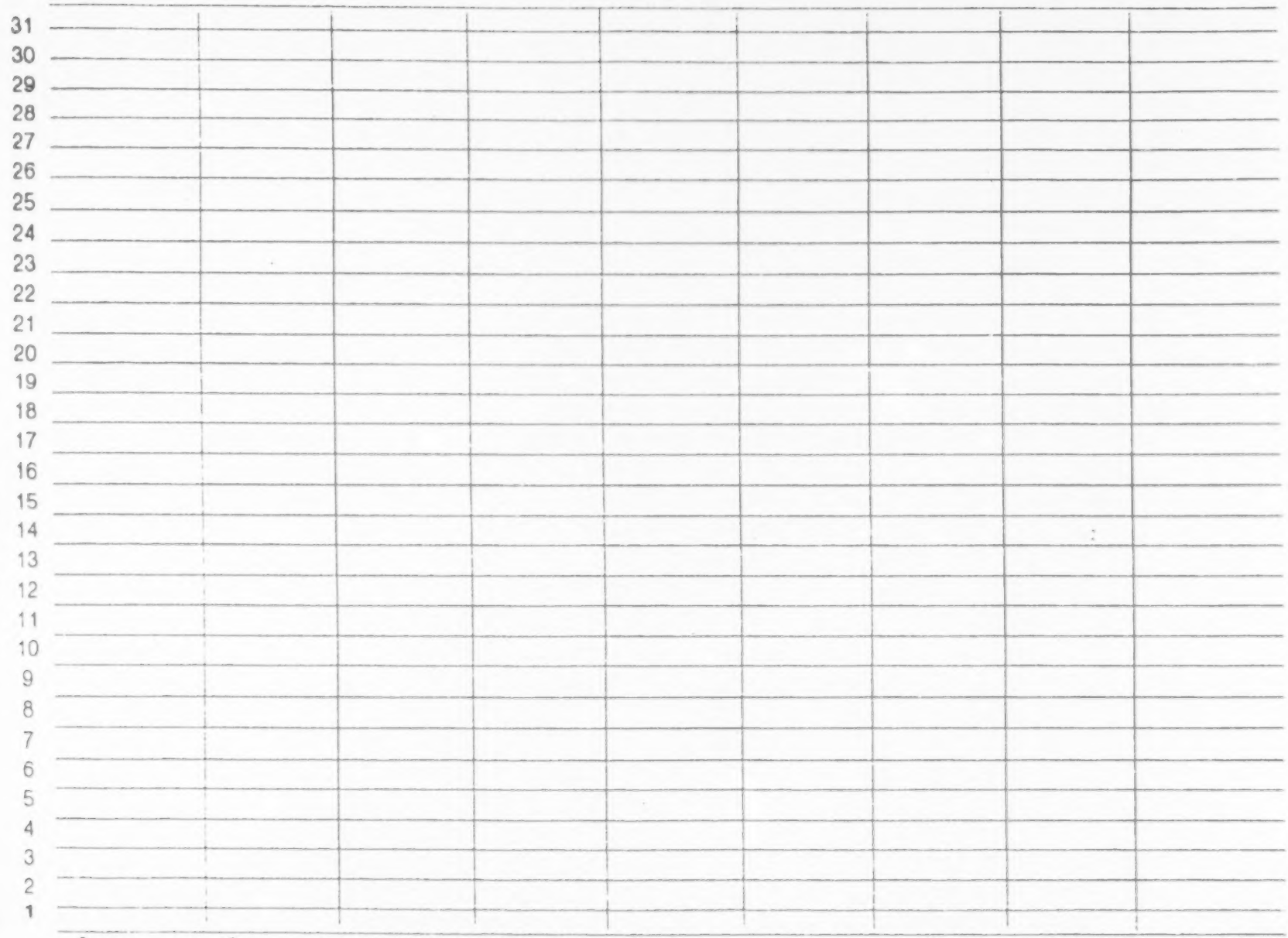
(Day)	1	2	3	4	5
Books, magazines, audio books, comics.					
Puzzles/Games					
Drawing/Art					
Math manipulatives					
Maps/Globes					

Sixth Grade **Month _____**

Teacher Observation Checklist

(Day)	1	2	3	4	5
Books, magazines, audio books, comics, newspaper					
Homework					
Maps/globes activities (Geo-Safari)					
Games					
Socializing					

Appendix K



83 92 93

Date	Minutes	Title of Book	Author	Initials
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
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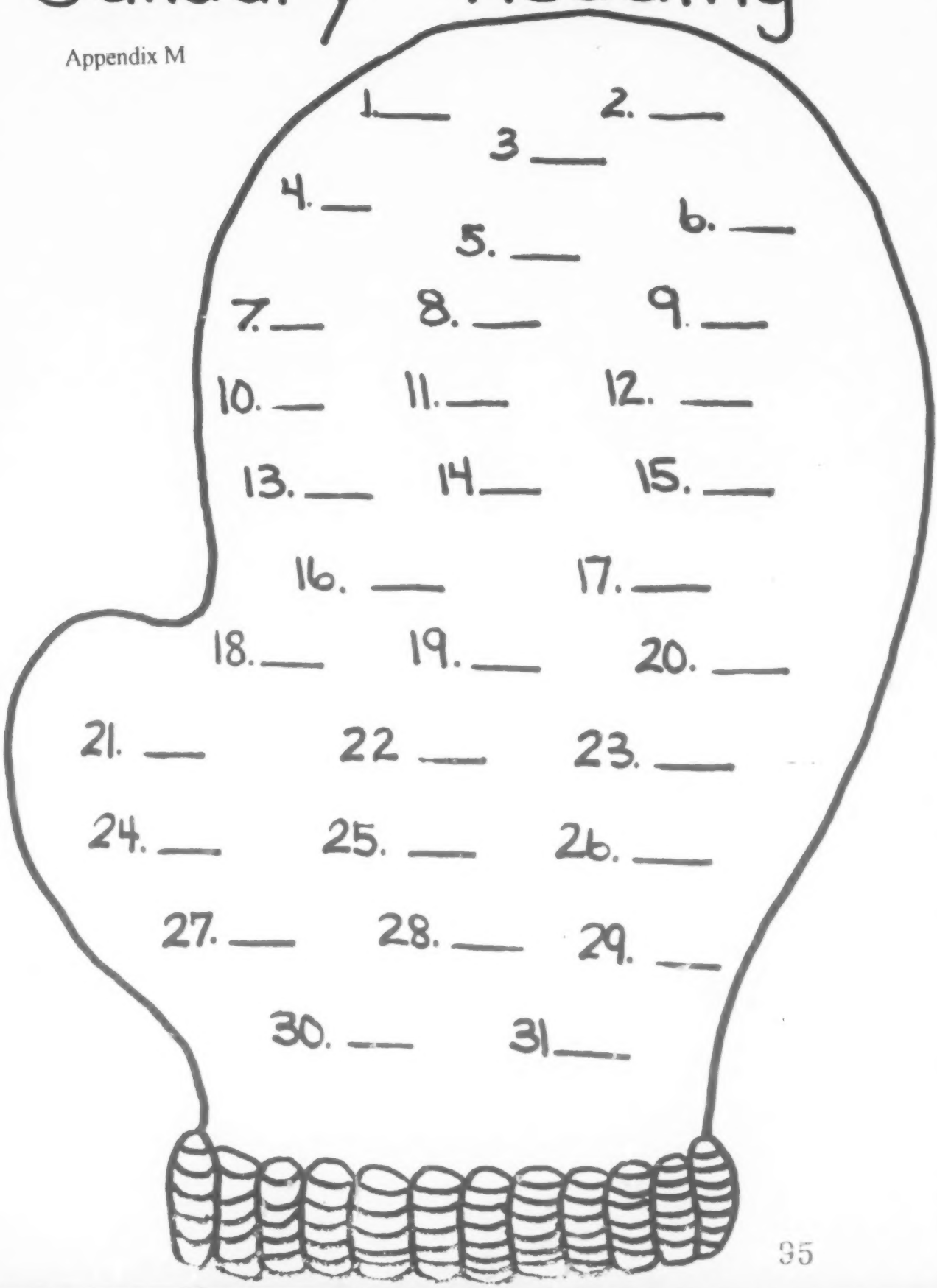
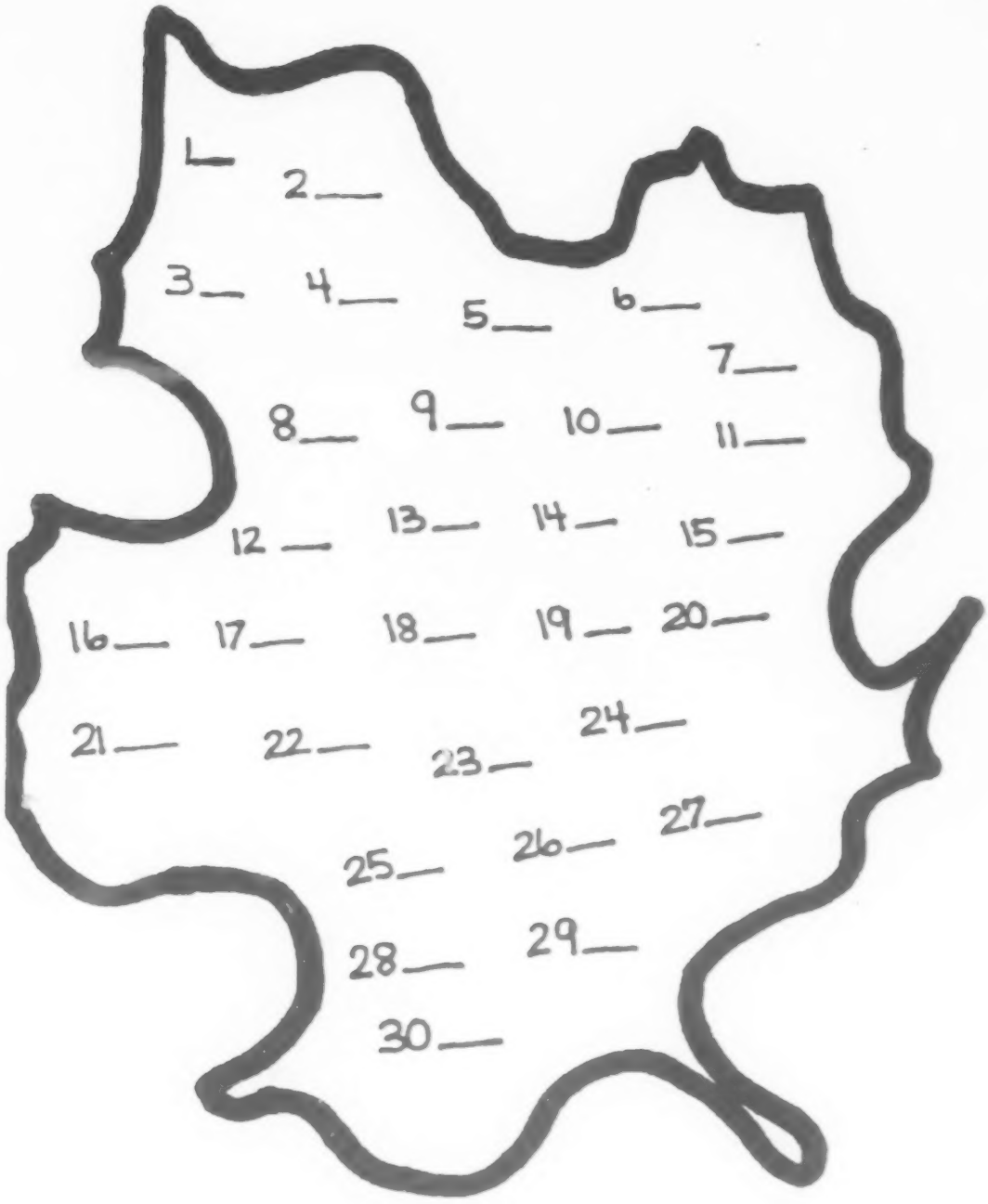
31				

January Reading

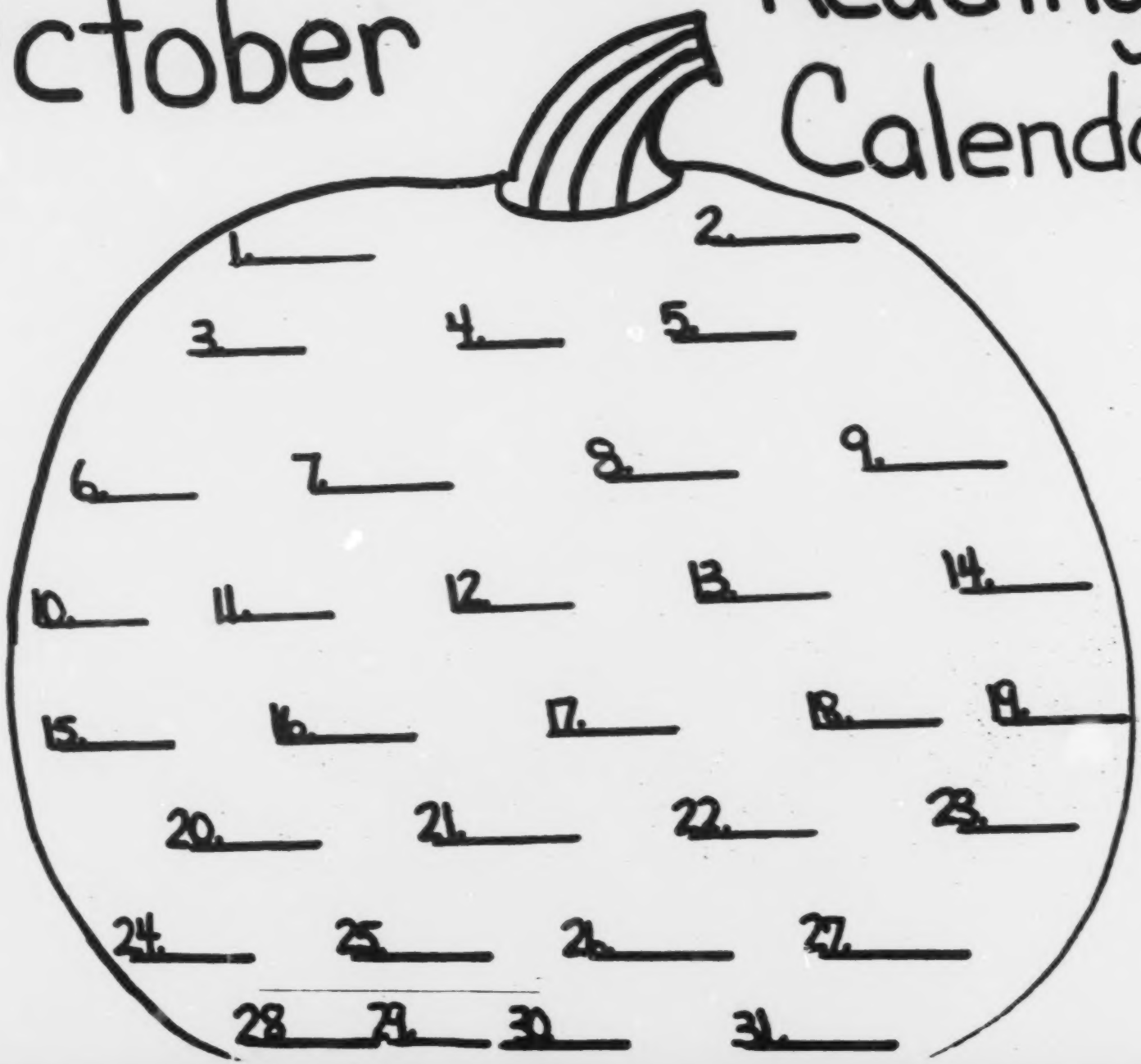
Appendix M



September Calendar

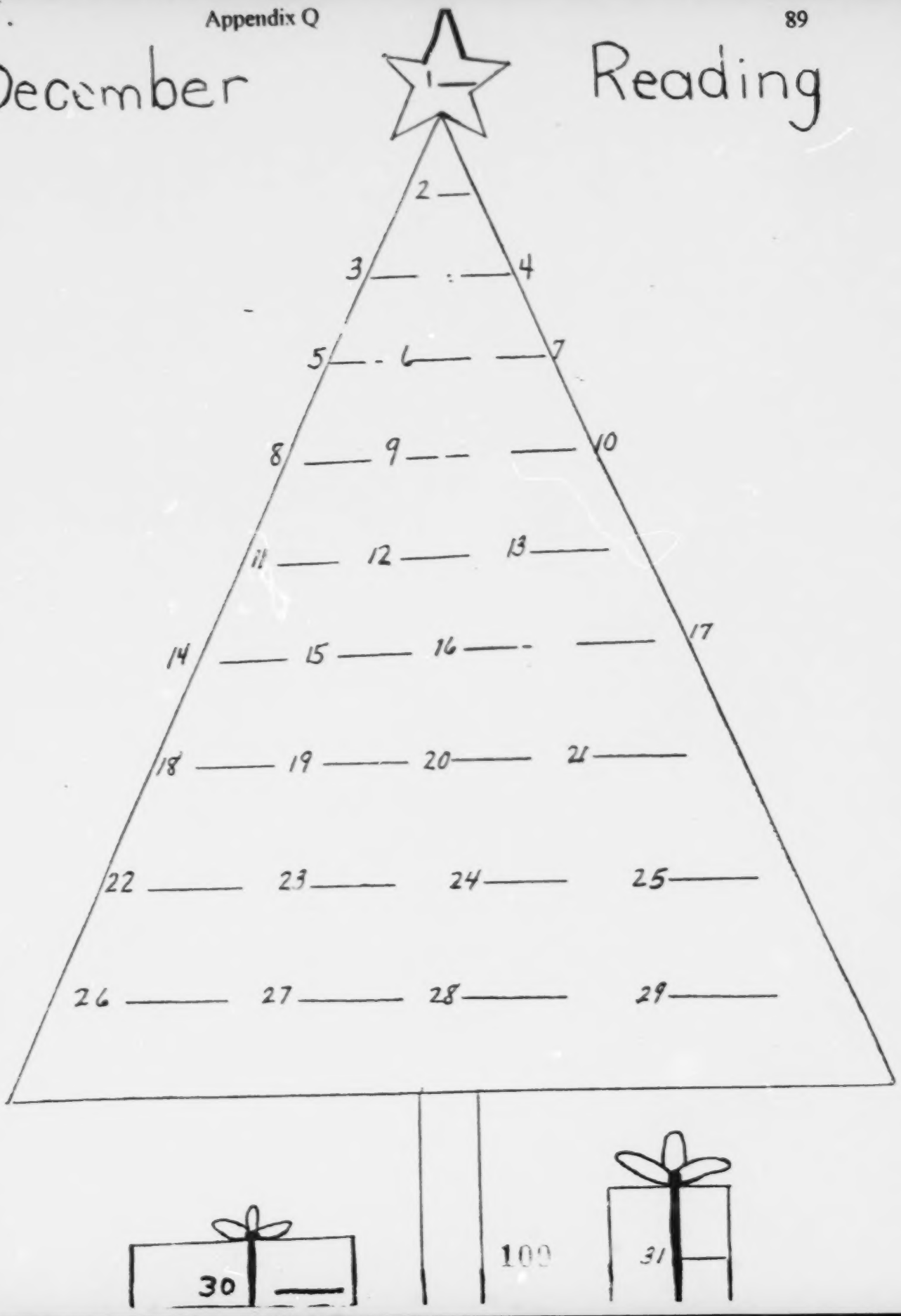


October Reading Calendar



NOVEMBER READING CALENDAR

December Reading



Teaching for Tomorrow

Kruse Education Center
Community Consolidated School District 146

Dear Parents,

We are involved in an Action Research Project that is a requirement for our Masters Degree Program from St. Xavier University. From time to time you and your child will be asked to complete brief questionnaires or surveys. The information gathered will be presented anonymously and will not affect your child's grade or academic evaluation in any way.

Thank you for your help and cooperation. If you have questions or concerns, don't hesitate to contact us.

Rita Queeney

Linda Pellegrini

JoAnn Libersher

Lisa Haverty

Kruse Education Center 7617 Hemlock Drive Orland Park IL 60462 708-614-4530

PRAIRIE VIEW JUNIOR HIGH SCHOOL
8500 W. 175th Street
Tinley Park, IL 60477

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Thank you for your help and cooperation. If you have questions or concerns, don't hesitate to contact me.

Mr. M Libersher

Mark Libersher

Dear Parents,

In order to help develop a love of reading we are beginning a reading calendar. We are asking you to take about 10 minutes a day to read with or to your child. This can be in the form of a bedtime story, reading homework or any other shared reading you can do with your child. If you read to your child please put your initials on the line next to the date. If your child is reading to you please assist your child in putting his/her initials next to the date. The children will bring them back to school at the end of the month and keep a graph of their reading time throughout the year. The reading can be done with an older sibling, baby-sitter, grandparent or anyone who would enjoy sharing this special time. We thank you for your continued support.

Teaching for Tomorrow

Kruse Education Center
Community Consolidated School District 146

Dear Parents,

The attached surveys will complete our action research project for this year. They will help us determine how your child spends his/her time outside of school and if that time has changed from the beginning of school.

We would appreciate your candid responses keeping in mind that the information gathered will be presented anonymously and will not effect your child's grade or academic evaluation in any way.

Thank you for your help and cooperation.

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Mark Libersher